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ABSTRACT

One hundred forty-two activities in career education which can be incorporated into the regular K-12 curriculum are presented in the document. Ideas for the activities were obtained from teachers in nine Arkansas schools involved in an exemplary career education project. The activities are grouped as follows: separately by grade level for K-9; special education; vocational education; and separately by topic for high school English, social studies, science, math, special education, and electives. Each activity includes information on its source, purpose, materials required, lesson capsule, and observations from teachers who have used the activities. (EC)

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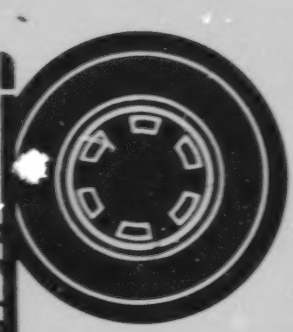

A DIGEST OF RESOURCE ACTIVITIES

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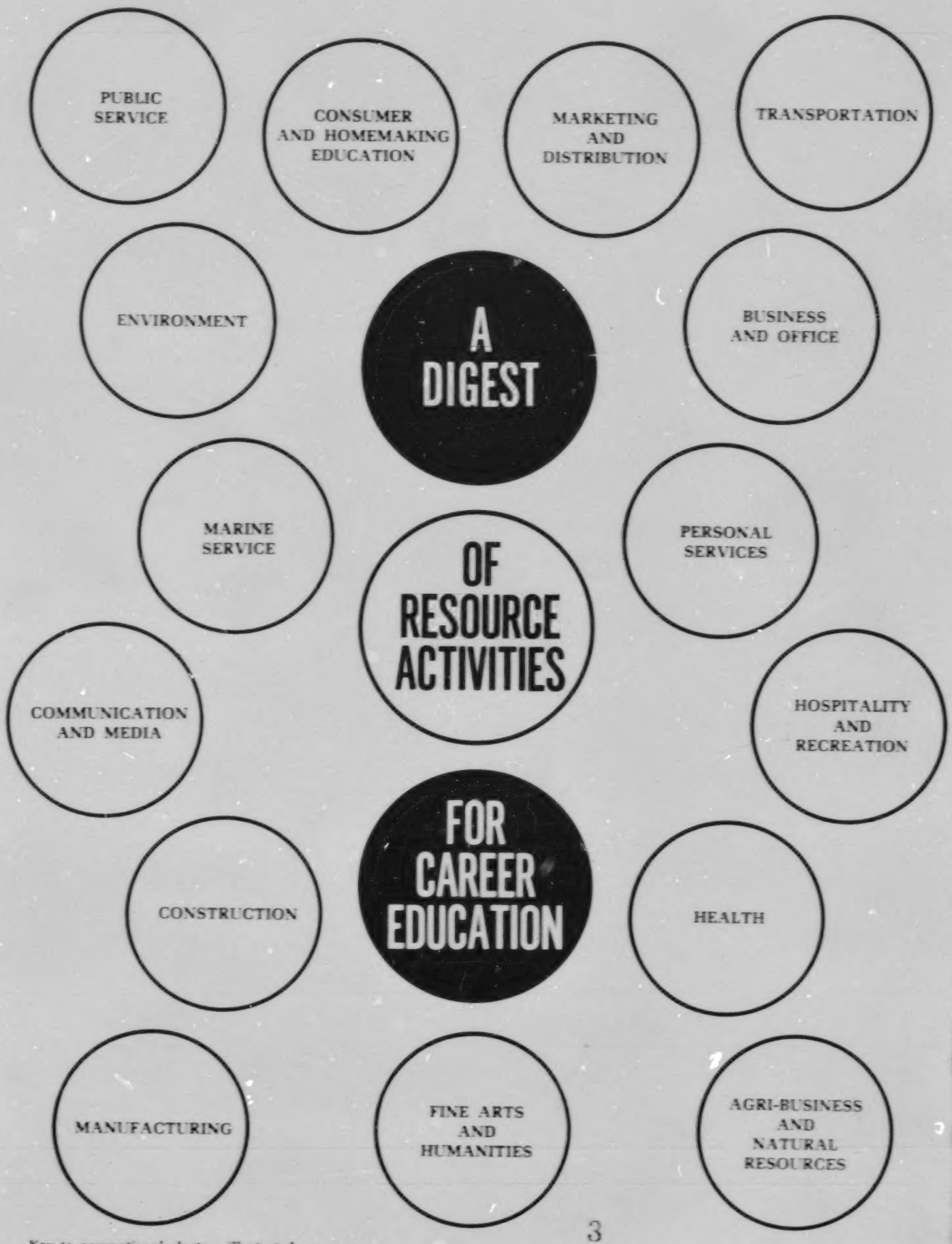

Key to occupational clusters illustrated on cover.

PILOT OCCUPATIONAL EDUCATION PROGRAMS
for
SMALL RURAL AND SUBURBAN SCHOOLS
in
GRADES ONE THROUGH TWELVE

Project No. V061032
Grant No. OEG-0-70-5189(361)

Pilot Occupational Education Programs for Small Rural and Suburban Arkansas Schools in Grades One Through Twelve

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The Digest reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

James Dasher
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September 1973

FOREWORD

The main thrust of career education is to prepare all students for a successful life of work by increasing their options for occupational choice, by eliminating barriers - real and imagined - to attaining job skills, and by enhancing learning achievement in all subject areas and at all levels of education.

Career education recognizes critical decision points at which students must be prepared and equipped to decide whether to pursue a job, seek further education, or choose some combination of both.

In scope, career education encompasses educational experiences beginning with early childhood and continuing through the individual's productive life.

In early childhood it provides an awareness of the world of work as well as direct experiences to motivate and captivate the learner's interest. As the child moves through school he increases his familiarity with the world of work and acquires knowledge necessary to obtain meaningful employment upon leaving school. Career education prepares the individual for employment and, later in his career, upgrades his skills, updates his knowledge, and retrains him for a new job.

This Digest of Resource Activities for Career Education should prove helpful to teachers in Arkansas in fusing career education into the ongoing curriculum.

J. Marion Adams
Associate Director for
Vocational, Technical, and Adult Education

PREFACE

Since July 1, 1970, nine Arkansas schools - Gentry, Harrison, Hope, Magnolia, Mountain Home, Rogers, Valley Springs, Warren, and Wynne - have been engaged in an exemplary project revolving around the concept of career education. During this time many new and innovative ideas of fusing career education into the ongoing curriculum have evolved. Classroom teachers have found that with very little refocusing, they are able to bring the academic, general and vocational activities together as a common curriculum that creates relevancy and at the same time enriches learning experiences for the student.

This Digest of Resource Activities for Career Education was developed from abstracts submitted by participating teachers in the project. Although this is only a small sampling of the many activities used to fuse career education into the regular curriculum, it is hoped that it will provide stimulus to the elementary and secondary teachers to modify, add on and develop new activities using this digest as a model. Only then will all students be equipped occupationally, academically, and emotionally to enter our society in the life style they desire.

Grady Knight, Coordinator
Program Planning, Evaluation
& Exemplary Programs

ACKNOWLEDGMENTS

The activities described in this Digest were done by teachers in the classroom under the coordination and help of the following people employed in the multi-school project, funded under Part D funds of Public Law 90-576.

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Educators of the State of Arkansas are grateful to contributors to this Digest of Resource Activities for Career Education.

James Dasher, Specialist
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DIAL-A-HELPER

SUBMITTED BY

Staff, West Side Kindergarten, Magnolia Public Schools

PURPOSE

To develop a better understanding of the services offered by community helpers and also to develop cognitive skills among kindergarten students.

MATERIALS

A toy telephone or a real phone

LESSON CAPSULE

After an initial discussion and study of various community helpers, pupils are introduced to the Dial-a-Helper Game. "It" dials a helper being careful not to call his name or his service. "It" then relates the need or the problem which requires services. The student who guesses the appropriate community helper is "It" as the game continues.

A variation of this game would allow the helper and the one needing services to role play their telephone conversation.

Example - "It": "Please help me! My cat's in the top of the tree, and I can't get her down. I need your ladder. Please hurry!"

Guesser: "Is it the fireman?"

OBSERVATIONS

The students learn the appropriate way to contact an emergency helper and also learn to trust and view community helpers as valued friends. Language development skills are also improved.

MATCH-ME-UP

SUBMITTED BY

Staff, West Side Kindergarten, Magnolia Public Schools

PURPOSE

To develop further the understanding of the job description and services offered by various community helpers. To develop oral communication skills and a recognition of part-whole relationships.

MATERIALS

Pictures of shoes, hats, vehicles, tools, and uniforms of various community workers mounted on individual cards. Large picture cards of each community worker.

LESSON CAPSULE

Children are allowed to draw one card from the stack of tools. Each takes a turn describing the tool, what it is used for, why it is used, what it is called, and who uses it. Then the card is placed with the appropriate large picture of the community helper. This procedure is followed until all the helpers are equipped with tools.

Example: Holding up picture of ax.
"This is the tool of a fireman. He uses it to chop down doors. It is an ax."
Then the child places it with the fireman.

The activity can continue with the stacks of cards listing uniforms, hats. shoes, and vehicles until all community helpers are completely equipped.

OBSERVATIONS

The children learn to express themselves clearly and concisely by describing things in detail. They also learn to go from the part to the whole which helps in both visual and auditory closure.

This activity provided a way to evaluate the amount of knowledge retained about community workers without going back over the original presentation.

OUR TOWN

SUBMITTED BY

Staff, West Side Kindergarten, Magnolia Public Schools

PURPOSE

To make kindergarten children aware of the services provided by the community workers such as policemen, firemen, ambulance drivers, doctors, nurses, and postmen. To make them aware of emergency procedures.

MATERIALS

Cardboard boxes of all sizes and art supplies such as construction paper, felt marking pens, scissors, and staples.

LESSON CAPSULE

In developing the concept of community workers, cardboard boxes can be used to make moveable police cars, ambulances, and fire trucks. Several buildings including a post office with sorting slots, a doctor's office, and several houses can be constructed. The cars, offices, and houses should be large enough for a child to sit in and may be very simple in construction. Mailboxes of various types such as rural, city, and the depository could also be made.

The children can role play mailing letters and watching the postman deliver them. The policeman patrols the streets in his police "box-cars," keeping law and order, while the ambulance driver hurries his charge from his home to the doctor's office, and the firemen rush to put out a fire in another house.

OBSERVATIONS

The children will discover the interdependence of these particular occupations. They will develop better muscular control through the construction of the boxes. They learn to express themselves in the language appropriate to a particular community worker and to develop a vocabulary of terms connected with each occupation.

IDENTIFY THE WORKER

SUBMITTED BY

Delores Giles, First Grade, East Side Elementary School, Magnolia Public Schools

PURPOSE

The child will learn to identify community workers and their contributions to the community and to develop an appreciation for all kinds of jobs.

MATERIALS

Plywood, enamel paints, saw, wood blocks for stands, opaque projector.

LESSON CAPSULE

Class collected pictures of community workers and chose six for special emphasis. Each was enlarged, using the opaque projector, and traced on the plywood. The figures were enlarged to about 3½ feet high. They were sawed out, sanded, and painted appropriate colors. Stands were made from wood blocks.

Each child selected one of the community workers. The class asked him questions about his job, uniform, and how he helped the community. Each child had to know about each worker in order to answer these questions.

OBSERVATIONS

Children enjoyed acting, asking questions and watching others. The activity promoted oral language development and also career awareness. The figures can be used also for a play about a town and its people.

Since the plywood figures were about child-size, the student was able to relate to worker and the figure was easiiy visible to the entire class.

LET'S PLAY POST OFFICE

SUBMITTED BY

Bobbie Ruth Webb, First Grade, East Side Elementary School, Magnolia Public Schools

PURPOSE

The student will be able to identify the various postal workers. He will be able to identify five different jobs in the post office and tell the work they do.

MATERIALS

Materials for a mock post office. Large cardboard box. Extra cardboard to make sections for each child to have his own box.

LESSON CAPSULE

Set up a corner of the classroom for a post office.

The students pretended that the clasroom would represent the community. The aisles between the desks were given street names. Each student's desk was his home and given a house number. In this way, each desk had its home address.

The students wrote letters to each other. Some letters were mailed at the classroom postoffice. Others were mailed at their classroom home, where the carrier picked up the mail. By using both methods of mailing letters, the students had contact with carriers as well as clerks. The students bought stamps from the clerks.

After the letters were sorted, some times they were put in the boxes, and other times they were delivered by carrier to the homes.

OBSERVATIONS

The students were able to observe many of the duties of a postal worker. They learned why it is important to correctly address envelopes.

The post office idea can be used in many ways. On Valentine's Day the valentines can be mailed. You could also return papers to the students via the post office.

RECOGNIZING COMMUNITY HELPERS

SUBMITTED BY

Bobbie Ruth Webb, First Grade, East Side Elementary School, Magnolia Public Schools

PURPOSE

The child will be able to identify kinds of work people do and some responsibilities of the job.

MATERIALS

Make sack puppets for different occupations.

LESSON CAPSULE

As a culminating activity to our unit on community helpers, each child made a paper sack puppet depicting some community worker. The students were divided into groups so that each group had one pupil representing each of the community helpers. Each group had an opportunity to present a skit explaining the work of each community helper.

During each skit, the other groups were the audience and moved from one section of the classroom to another where a different community helper was waiting to tell about his job. The movement made the presentation different from the usual one, and each community helper could arrange his section of the classroom with appropriate props.

Later, other first grade sections were invited to see the skit.

OBSERVATIONS

This activity summed up many of the workers about which we have studied. It also gave each child oral language opportunity.

HOW TREES GROW

SUBMITTED BY:

Mildred Parnell, 1st Grade teacher, Nelson Wilks Elementary School, Mountain Home

PURPOSE

The students will see that trees, people and jobs grow together.

MATERIALS

We use the chart of a tree with its parts and prepare the bulletin board as we progress with the needs and development of trees and people, and the jobs created by these needs and developments.

LESSON CAPSULE

We relate English, math and science to the growth of a tree and the methods of determining the condition of the tree as well as its age. We discuss the common needs that trees and people have. This leads to a discussion of occupations needed to care for trees from planting to paper-mill or lumber yard - and of people from birth through death. All subjects are easily integrated into this study.

OBSERVATION

The students enjoy learning about new jobs and, also, discovering how people and things depend upon each other for existence.

WE READ, WE SHARE

SUBMITTED BY:

Harriet Minge, 1st grade teacher, Nelson Wilks Elementary School, Mountain Home

PURPOSE

The child will become aware of the great variety of careers open to him and understand each a little more fully.

MATERIALS

A collection of books concerning various careers supplied by the children.

LESSON CAPSULE

Each child must contribute a book concerning some career he is interested in. (Preferrably each child will have a different career book.) This may involve willing parents to supply books from the library or bookstore. (You would be surprised how the children are anxious to teach the teacher.) The book needs to be something the child can read without help.

Read as you would in a storytime period except let each child read in front of the class, showing pictures just as you would. The child will need to practice several times so he will know what he is doing. The children will enjoy a student teacher of his own peer group.

OBSERVATIONS

This technique of learning could be used in many other research or science areas. The child doing the reading will get great enjoyment and satisfaction from reading and teaching the group.

OUR FAMILY

SUBMITTED BY:

Jeanie Abernethy, First Grade, Northside School, Rogers, Arkansas

PURPOSE

To understand family responsibilities and have family members relate to each other.

MATERIALS

Magazine pictures
Posters
Drawing paper and crayons
Cans and boxes
Plastic bottles
Tempera paints
Play cash registers and play money

LESSON PLAN

Each pupil brought the above materials from home.

The pupils dramatized The Three Bears to show family responsibilities to each other.

Using crayons and tempera paints, the pupils colored cans, boxes and bottles to use in the grocery store.

Pupils gave oral reports on the families.

Pupils discussed the type of work which their mothers and fathers do.

Pupils wrote stories and demonstrated by drawing and coloring pictures of families.

Pupils discussed how money was spent for food, clothing and shelter.

Pupils checked out library books, records and films on families.

OBSERVATIONS

We observed how the three bears used food, clothing and shelter.

We discussed how our families spend money for food, clothing and shelter.

We compared the three bears family with our own families.

WISDOM OF HATS

SUBMITTED BY

Mary Copley, 1st Grade, Gentry Elementary School

PURPOSE

To help children to realize that people working together is what constitutes a good community.

MATERIALS

Hats or drawings of hats of various city occupations, film strip materials kit, sketching paper, pencils, and crayons.

LESSON CAPSULE

Have your children sketch line drawings of city workers who have hats for their heads. Faces would be drawn on the hats.

After interest is aroused, guide the children in making up a story about hat workers. Imaginations will run wild.

The sketches can then be re-done in scenes which predict points of the story. Then these scenes should be transferred to the film strip.

The children can memorize a script to go with the film.

OBSERVATIONS

Many areas of learning are touched with this unit, such as reading, language development, listing, listening, drawing, use of color, creativity, sketching, measurement, and social amenities.

THE SCHOOL PLANT

SUBMITTED BY

Mary Copley, 1st Grade, Gentry Elementary School

PURPOSE

To acquaint the beginning child to understand the purpose of each school worker.

LESSON CAPSULE

Take a trip around the school buildings. Discuss the different wings or additions to the buildings. Note their position in relation to each other. Counting can be used. Discuss the use of each building and who occupies it.

Back in the class room construct a chart story naming the workers that were seen. Such as, "in the cafeteria we saw cooks, dishwashers, and table helpers. They fix our lunch and serve us."

Blocks or boxes may be used to set up a replica of the school campus. Several trips may be needed to get a more accurate placement of buildings. Also, other trips could be used to conduct individual interviews with school workers.

OBSERVATIONS

This lesson will help develop awareness of space and other perception skills. Also reading skills are begun with the chart stories. Arithmetic is brought in by counting. Beginning skills in map reading are grasped.

Older classes could carry this project much farther, thereby strengthening earlier skills learned and also learning new concepts that the first grade child is not ready to understand.

THE WORLD OF WORK

SUBMITTED BY:

Letha Allen, First Grade Teacher, Gentry Elementary School

PURPOSE

The pupil will learn that parents must work to earn money to supply the wants and the needs of the family.

MATERIALS

A collection of magazines, scissors, glue, poster paper, magic markers, pencils, writing paper, crayons and construction paper.

LESSON CAPSULE

During the first weeks of the school term, pupils discussed the various jobs their parents do. Later they drew pictures of their parents at work. The pictures were colored with crayons, fastened together and covered with construction paper to make a booklet.

Work was being done on a new high school building, so several field trips were made on the campus to see different kinds of jobs being done.

From the magazines they found pictures of different work being done by both men and women. These were cut out to make posters. One poster showed pictures of some jobs done by the pupils own parents.

After the children learned to write, they wrote stories about the jobs their parents worked on. The advantages and the disadvantages of each job was discussed. After the story was written on the chalkboard by the teacher, each child copied it in his/her writing tablet as the daily writing lesson. The pupil whose parent the story was about each day, was allowed to copy the story into a special tablet and draw pictures to illustrate it. After one pupil told of his father's work in the post office, a field trip was made to the local post office.

OBSERVATIONS

The pupils became more aware of the importance of having a job to earn money in order to supply the things the family need. They were able to understand why their parents could not always give them everything they wanted.

THE EGG AND I

SUBMITTED BY

Delores Giles, First Grade, East Side Elementary School, Magnolia Public Schools

PURPOSE

To prepare for a study trip to an egg farm to observe the workers.

To teach children how a chick hatches out of an egg.

To act out a story in a library book.

MATERIALS

Library book, From Egg to Chick

Art materials for making egg shell and chick

LESSON CAPSULE

Call attention to the book, From Egg to Chick. Read it to the class and discuss it. Suggest that the pupils select a portion of it for a play.

As an art activity, the children can make an egg shell and a chick from card board. The egg shell is made in two parts so it can crack open at the appropriate time. The chick is covered with yellow triangles of paper to resemble feathers.

While one pupil reads the selection from the book describing the hatching of the chick, two others hold the egg shell and another holds the chick. By repeating the play, all of the children can participate.

OBSERVATIONS

The children learned to make trianges. They learned how a chick is hatched out of an egg, and they learned from the book how the egg is fertilized and how the chick is formed.

COMMUNITY HELPERS

SUBMITTED BY:

Mary White, First Grade, Northside Elementary, Rogers, Arkansas

PURPOSE

Children will become more aware and have a better understanding of the different kinds of work people do and their contribution to our community.

MATERIALS

Children collect pictures and tell of the occupation they are learning about. Children tell what they want to be when they grow up and why.

Write creative stories about the occupation they have chosen.

Have class discussion about what type work that is done.

How much education is required.

How much money each job pays.

How does this worker contribute to our community.

How many hours you are required to work.

The good things and bad things about each occupation.

Use lay people to visit classroom and discuss their occupation with the class.

Take field trip to fire station and police station and to the post office to learn about firemen, policemen and postmen.

Visit hospital and talk with nurses.

Take girls to visit beauty college.

Teachers talk about their work.

OBSERVATIONS

Does the community have many workers doing the type occupation each child has chosen?

What tools if any are needed, for their chosen careers. What type dress or uniform. Have children draw pictures of themselves in their chosen careers. Find stories and sing songs about different community helpers.

CARPENTER MANNEQUIN

SUBMITTED BY

Diann Gathright, Second Grade, East Side Elementary School, Magnolia Public Schools

PURPOSE

The students can see the working clothes and tools of the carpenter. They learn the purpose of the uniform and the reason for its design.

MATERIALS

A standing male mannequin (borrowed from a clothing store), carpenter's overalls, carpenter's hat, carpentry tools (nails, hammer, saw, ruler, screwdriver, paint brush and paint, tape, nail set, level, putty tools, etc.)

LESSON CAPSULE

Have the students bring the tools to go in the pockets of the overalls.

Display the tools and talk of the purpose of each one. The teacher should dress the mannequin with the help of the students. Let the students place the tools in the correct pockets. After he is dressed, discuss the reason for the placement of the tools in th overalls and the order of the placement.

Leave the mannequin on display for at least a week so that other classes can get to see him.

OBSERVATIONS

The mannequin would be a good career resource. He could be passed around and dressed as all the different workers so the students could have a chance to really study his uniform and learn the reason why he wears every article that he does. Ordinarily when students meet a person, they don't study his clothes. They are more interested in the person; therefore, they overlook the usefulness of uniforms.

HOW TO USE TOOLS

SUBMITTED BY

Mona Harrington, Second Grade, East Side Elementary School, Magnolia Public Schools

PURPOSE

To identify different kinds of tools.

To know how they are used.

To use them safely.

To know how to take care of tools.

MATERIALS

Power mini-tool set (saw with battery, workbench, vise, measuring tools, hammer, screwdriver, blue prints), balsa wood, tempera paint, paint brushes, Elmer's glue.

LESSON CAPSULE

Talk about tools in power mini-tool set and look at picture of tools.

Read a book on Safety and Care of Tools.

The children can write rules about safety and care of tools and draw a picture about each rule.

Make a bird house out of balsa wood:

Talk about the blue-prints and how to build the birdhouse. Divide the class in four groups - Group One will draw the bird house from the blue-prints; Group Two will cut out bird house with power mini-tool saw; Group Three will put bird house together with glue; Group Four will paint the bird house.

OBSERVATIONS

There are a variety of objects that can be made. Each group might make a different object and share with the other groups. The tools can be associated with the occupation of the person who uses them. Building the bird house provided hands-on experience in connection with the unit on construction workers.

BOX CITY

SUBMITTED BY:

Charlanne Montgomery, Second Grade, East Side Elementary School, Magnolia Public Schools

PURPOSE

The child will experience planning and constructing a city. He will also learn about the different workers who have jobs in the city, especially the carpenter and painter who are responsible for the city's construction.

MATERIALS

Boxes, paper, pencils, cardboard, glue, colors, paints, Saran Wrap, masking tape.

LESSON CAPSULE

Ask each child to bring a box or boxes of different shapes and sizes.

The student must decide what kind of building he wants to construct: house, church, restaurant, retail store, school, fire station, police station, motel, office building. He designs his own building on paper and writes down all the materials he needs. With his box and extra cardboard, he constructs the roof, chimney, extra rooms, and other features. Acting as a glazer, he installs his Saran Wrap windows.

The pupil is now ready to play the role of the painter and paint his building. While the paint is drying, the pupils begin to lay out the city. They make their streets, street lights, and water tower and place the buildings where they want them to go. The final role each child plays is the role of a landscape architect, landscaping the grounds around his building.

During each stage of planning and construction, we discuss each job, who does it, and how it is done.

OBSERVATIONS

The student begins to realize the importance of proper planning and construction to utilize space adequately in building a city.

He also realizes that it takes many workers, all cooperating in order to get things accomplished. He learns to appreciate the occupations related to the construction trades.

WHY GO TO SCHOOL

SUBMITTED BY:

Lorene Wise, 2nd Grade, Nelson-Wilks Elementary, Mountain Home Schools

PURPOSE

Relevance between school studies and preparation for occupation needs to be brought before children constantly. Awareness of needed skills should encourage more interest on the part of school children.

MATERIALS

A collection of pictures pertaining to various types of work was incorporated into a bulletin board. Discussion followed. The necessity of financial reward and its uses was discussed with the students.

LESSON CAPSULE

After a discussion of the occupation each child wished to follow, the children were asked to search for pictures of different types of careers. As the illustrations were brought in and displayed, the children discussed the training necessary for each occupation, length of training, financial possibilities, and how these needs relate to children in the second grade.

Learning the skills of reading, writing, spelling, and math will perhaps have more meaning if children understand the need for these skills.

OBSERVATIONS

Children exhibit interest in occupations at an early age. While many children will follow their parents' work, others will select different careers.

Few jobs are now available to people without training and skills, and as our society becomes more complex, still fewer careers will be available.

BEE TALK

SUBMITTED BY:

Louise Brehe, 2nd Grade Teacher, Nelson Wilks School, Mountain Home

PURPOSE

Acquaint the children with another type of job opportunity, the Apiarist, as well as provide a study in Ecology.

MATERIALS

1. Picture of bee colony.
2. Stories of bees to stimulate interest.
3. Pictures of different bees found in a hive.
4. Frames used for "starter" in the hive.
5. Sample of honey to taste.
6. Pictures of bees among flowers to bring out idea of pollination.

LESSON CAPSULE

After several days of discussion with the children, have them make a list of words such as colony, hive, queen, workers, drones, etc. to be used in a spelling lesson. Learn the meaning of each word.

Make booklets with one page for each different type bee, queen, workers, and drones as to their habits and abilities. Use true/false questions for them to answer.

Have discussion about and show pictures of bees among flowers. Explain what is happening.

If possible, make a field trip to see a bee colony.

OBSERVATIONS

To understand that the flowers help the bees (nectar), the bees help the flowers (pollination), and both in turn help us through beautiful flowers, fruit and honey.

THE FIVE BROTHERS

SUBMITTED BY:

Evelyn Hudson, Second Grade, Nelson-Wilks Elementary School

PURPOSE

To help the children learn the different types of work people do and that often the kind of work done can be told due to certain type of dress.

MATERIALS

The story The Five Brothers by Tish Chaffee and a hat to represent each of the five brothers, plus other parts of their uniforms if possible. The project could be carried out by collecting material and making hats for the five brothers.

LESSON CAPSULE

Read the story The Five Brothers and observe that within a family can be found a variety of occupations. Discuss the importance of the duties of a trainman, a fireman, an airplane worker, a busman and a boatman. This story is not used to learn the duties of these occupations but to introduce the fact of certain jobs even within a family.

After a discussion of the various careers in this story, select a child to wear each hat or uniform and introduce himself and tell what he does and how his work is a help to his community.

OBSERVATION

Another approach would be for a child to act out one of the five occupations and if the class guesses his correct job, he earns his hat.

CAREER AWARENESS THROUGH POETRY

SUBMITTED BY:

Claudia Lingle, Second Grade, Northside School, Rogers, Arkansas

PURPOSE

Each child will become aware that his peers may help his parents, who do different kinds of work, this contributing to the community in his own way. To stimulate creative writing, art, choral readings, dramatization increasing vocabulary, and recognizing rhyming words.

MATERIALS

Materials for bulletin board, paper and pencil for creative writing. Crayons, Tempera, Glue, Scissors, and Brushes for art.

Records: Our Working World. Neighbors at Work. SRA

Colorful pictures collected and displayed of many workers. A set of plastic tools to illustrate that each worker may need different tools for his work.

Books: What Will I Be from A to Z
by Donald L. Gelb
Favorite Poem Old and New
by Helen Ferris
Time for Poetry
by May Hill Arbuthnot

Personal collection from magazines and newspapers.

LESSON PLAN

Caption for bulletin board.

This Old Woman
Knew what to do
She helped her children plan careers
Now they have their own shoe

One child drew the old woman and a shoe. The others each drew one of her grown up children and his shoe. They were displayed in the room.

OBSERVATION

There was much conversation, play acting, and creative writing. Children have ideas about what they want to be. How and where they can get training for particular jobs. They become aware that they are training now by attending school each day.

THE JOB IS IN THE BAG

SUBMITTED BY:

Lou Eva Douglass, Second Grade, Northside, Rogers, Arkansas

PURPOSE:

To develop the concept that people pursue careers for many reasons.

One person may be suited for several careers.

Many careers are interrelated.

Every career requires some preparation.

That the student be able to name a number of occupations in his own community, to describe the responsibilities and see how so many are interrelated.

MATERIALS

A large paper bag, many discarded magazines from which they may cut pictures.

LESSON PLAN

Ask the students to look for and clip pictures from newspapers and magazines which suggest jobs in their community. Place all "job pictures in the bag.

Allow the children to draw a "job" from the bag. Let this be the spring board for a class discussion about the career, and its value to the community and the students likes and dislikes.

OBSERVATION

This activity will stimulate enthusiam for knowing more about the careers available in their own community. Follow up activities are numerous with the game.

A trip to a community industry or an interview with someone from one of the jobs from the bag.

OBJECTS FROM MOM AND DAD

SUBMITTED BY:

Zula Graham, 2nd Grade Social Studies, Gentry Elementary School

PURPOSE

The child will be able to identify different jobs that people do and know some of the responsibilities involved in these jobs.

MATERIALS

A collection of objects and pictures that represent the occupations of the parents (welding rod, Penney catalog, food can for worker in canning factory, silverware for housewife, toy truck for truck driver, floor plan for trailer house builder, eggs and many pictures for farmers, and a variety of other objects); cards for labeling these objects and pictures by telling the child and the occupation of parent; a written description compiled by child and parent.

LESSON CAPSULE

Have your class collect objects and pictures concerning their parents' work. This will involve help from the parents. Together they will also write a description of the occupation of the parent.

Have the children share their written descriptions with the class and show what they have brought. Label and put these objects on display for all to look at for a few days. A discussion of the various responsibilities of these jobs should be conducted throughout the presentations. Through this activity the children begin to see the occupations most commonly found in their community.

The children further develop their reading ability by reading over and over the labels that describe the objects and pictures.

Instead of reading written descriptions, the children could role-play the job and then show their objects. Or on another day of the unit they could choose the occupation of another child's parent and role-play that, thus creating a guessing game. A booklet could be made of the written descriptions. Letting the children illustrate these would make an attractive booklet.

OBSERVATIONS

This activity makes learning personal, improves reading ability, and involves the parents. Some parents might be able to come to school and discuss their jobs with the children. In setting up the display, the objects could be grouped according to occupations.

HAPPINESS IS DOING MY KIND OF WORK

SUBMITTED BY:

Gladys Mattox, Second Grade, Gentry Elementary School

PURPOSE

The student will understand why the home is the center of family life and will find out what parents and other adults actually do at work outside the home.

MATERIALS

Pictures from magazines, newspapers and calenders; snapshots; community helper puppets ; materials for scrapbooks.

LESSON CAPSULE

Invite parents and other community resource people into the classroom to talk about their careers.

Have class member dictate his story of the work the members of his family do at home, do outside the home and do at home as self-employment to earn money for the family. Write down what the child wants to be when he is grown. Include stories about community workers around him.

Use the collection of pictures for individual scrapbooks and for a bulletin board display.

Type and make copies of dictated stories for child to place in his scrapbook. Have student copy his own story, do illustrations and make a cover for his book.

Decide who will be doing the parts for a mural depicting members of a family at work.

Encourage each child to role-play with the life-sized community helper puppets.

Give assistance to children who are writing thank-you notes to resource people who visited them.

OBSERVATIONS

People work hard and obtain personal fulfillment from useful employment. Children ask resource people many sensible questions during interviews. The student can realize the desire people have to guide him to happiness in a marketable skill of his own.

NAIL DRIVING CONTEST

SUBMITTED BY

Lucie Holly, Second Grade, East Side Elementary School, Magnolia Public Schools

PURPOSE

To emphasize that both skill and practice are necessary in a carpenter's work. To provide a hands-on experience in the construction area. To recognize the students with the greatest skill in using the hammer.

MATERIALS

Two 2X4's, about four feet long
Two hammers
One nail for each child
Felt-tipped pen

LESSON CAPSULE

During the unit on construction, one of the stories told of a boy who helped to fix a gate and had to be able to drive nails into the wood. Because few of the pupils had had such an experience, they could not appreciate the skill needed. A nail-driving contest provided the hands-on experience for all the pupils.

Before class, the teacher spaced the nails and started them in the boards (one board for the boys and one for the girls) to prevent mashed fingers. After a discussion of the proper way to hold the hammer and the proper way to strike the nail, each student took his or her turn at driving a nail into the board. Each student was allowed to hit his nail only six times; then he used the felt-tipped pen to initial the board by his nail.

Two winners were selected: the boy and the girl who had driven their nails fartherest into the board.

OBSERVATIONS

The hands-on experience made the student relate to the work of the carpenter when the class made a study trip to a building site.

The winners of the contest were proud of their recognition.

PARENT OCCUPATION TREE

SUBMITTED BY

LaNita Talley, Second Grade, East Side Elementary School, Magnolia Public Schools

PURPOSE

The child will learn the importance of the occupations of his parents and the parents of his classmates. He will learn to recognize the tools used in different jobs.

MATERIALS

Cardboard tree trunk. Index cards or cards cut in the shape of leaves. Roots of the tree are labeled as job categories; industry, manufacturing, business, magazines, etc. Limbs are bare until children hang their leaves.

LESSON CAPSULE

Children find out specific job titles of their parents - both mother and father. Being a housewife is an occupation. Also, they learn the tools each uses in his job.

Children label cards or leaves with job titles and/or tools used in the jobs. These are hung on the tree limbs according to the categories listed on the roots of the tree.

Pictures of the jobs being performed may also be drawn or cut from magazines and hung by the leaves.

Group discussions may be held on the importance of their parents' jobs in the community.

OBSERVATIONS

Parents occupations may be acted out.

The tree trunk can be used at other times for the occupations of groups other than parents or for highlighting aspects of various occupations.

JOBS IN THE COMMUNITY

SUBMITTED BY

Diann Gathright, Second Grade, East Side Elementary School, Magnolia Public Schools

PURPOSE

The child learns to identify the places of business in the community.

MATERIALS

City map, construction paper, felt tip markers.

LESSON CAPSULE

Let the students talk about their parents' occupations and the location of the place they work.

Display a large city map on a bulletin board. Have the students make a flag for both their father and mother with their names on each. The students place their flags on the map in the general area where their parents work.

The students can locate other parents who work near their own. This activity can spark lively discussion about the different places of employment.

Each student can color a dot on the map to represent his home. The distance between home and work can be discussed and its implication for travel and methods of travel.

OBSERVATIONS

The activity not only teaches the student to identify places of business, but also basic map reading skills and how to use a key in map reading.

PUPPET PLAYHOUSE

SUBMITTED BY

Mary Jane Whitehead, Third Grade, East Side Elementary School, Magnolia Public Schools

PURPOSE

To make the student aware of the job of a fireman and the importance of fire prevention.

MATERIALS

Small paper sacks, construction paper, crayons, paint, a puppet theatre.

LESSON CAPSULE

Have a class discussion about fire, its usefulness and dangers. The discussion should include the types of fires, the correct and incorrect way to handle each, and the various jobs in fire fighting and prevention.

The students divide into small groups and plan a short skit about a situation concerning fire and firemen. The students choose their characters, plan their show, and write a script. The boys and girls then construct their sack puppets to fit the situations planned.

Each group presents its show. The students then select the group that gave the best performance. A reward of some kind could be given.

OBSERVATIONS

This project gave the students a chance to think through a problem. It provided the opportunity to discuss and work out the correct and incorrect method of handling a dangerous situation.

Other careers can be dramatized with a puppet show.

KID-TV

SUBMITTED BY:

Mary Jane Whitehead, Third Grade, East Side Elementary School, Magnolia Public Schools

PURPOSE

The students will become aware of the people involved in producing a TV program and gain insight into the amount of preparation necessary before a TV show is put on the air.

The students learn to study and organize for the type of show they are to be in. They also have the experience of being before a camera.

MATERIALS

Video tape recorder, camera, TV set, and materials to make the props.

LESSON CAPSULE

Have a class discussion about the differences and similarities in radio and television.

After the students decide on the type of TV show, they observe on the home TV sets the type of show they are to develop. The students discuss and share ideas they gained from the observations and make assignments of all the jobs necessary to the production.

The students work in groups to make the props necessary for their type of presentation and to write the scripts.

After all the parts are rehearsed for the show, the teacher arranges for the students to take a field trip to a media center or for video-tape equipment to be brought to the classroom.

OBSERVATIONS

The students enjoyed seeing themselves on TV and felt like real performers. This activity allowed them to see their strengths and weaknesses in expressing themselves.

Plays about any career can be planned and taped. The pupils can present it and relive it by replays, making it doubly meaningful.

ME AND MY FEELINGS

SUBMITTED BY

Bonnie Chesshir, Third Grade, East Side Elementary School, Magnolia Public Schools

PURPOSE

To help the students better understand their feelings and to understand circumstances which cause the feelings. To help them to express their feelings orally.

MATERIALS

Pictures of people with obvious expressions such as surprise, fear, anger, anxiety, sadness, etc. Commercial sets, such as UNDERSTANDING OUR FEELINGS (Constructive Playthings), can be used or pictures from magazines can be collected.

LESSON CAPSULE

A student chooses a picture and shows it to the class. The class discusses how the person in the picture feels and the circumstances which might cause the feelings. The student could then tell a personal experience about a time when he had these feelings and what caused him to feel this way.

Afterwards the class could set up a situation in which some of these feelings would arise. The students role-play the situation to its logical conclusion.

OBSERVATIONS

Some children were reluctant to discuss their feelings at first. After several sessions, however, most of the students joined in the discussions with enthusiasm. They seemed to understand that others had the same feelings as they.

AND NOW, LADIES AND GENTLEMEN . . .

SUBMITTED BY

Mattie Belle Epperson, Third Grade, East Side Elementary School,
Magnolia Public Schools

PURPOSE

To identify the variety of duties of the radio announcer and the types of people he will work with and for.

MATERIALS

Tape recorder, table, signs, scripts, microphone, instruments for musical entertainment, records, record player.

LESSON CAPSULE

As part of the career awareness unit on the radio announcer, a study trip was made to the local radio station, and a resource person from the station talked with the class. The students arranged a display of old radios and records of old radio stars.

For hands-on experiences, the students decided to plan and produce a show appropriate for a radio program. The following decisions had to be made:

Agenda and features (news, weather, sports, interviews, commercials, humor and music)
Time allotments
Personnel needed
Props needed

The students wrote their scripts with the approval of the teacher, selected their news topics to be emphasized, organized a combo for the music, and dressed for their parts on the day of the program.

OBSERVATIONS

Children enjoyed very much performing as well as planning. It stimulated discussion and research in this area.

Although a third-grade combo can be distracting, other classes were tolerant and enjoyed the program when they were invited to be guests.

JUMP ROPE VERSES

SUBMITTED BY:

Martha Henley and Elizabeth Floyd, 3rd Grade, Nelson-Wilks Elementary School

PURPOSE

To learn alphabetical order and get better acquainted with the children in the room; to see if we could find a job for each letter of the alphabet; helping the children learn there are many different jobs

MATERIALS

Old magazines and newspapers from which pictures of workers can be cut out, pencils and paper.

LESSON CAPSULE

It was a group project started at the beginning of the school year. We chose names of the children in the room whose name started with the letters we were working with for that day. If there was a boy or girl whose name started with the same letter, he or she could be the wife or husband in the verses we made up. Example:

D--My name is Donna.
I come from Dallas.
My husband's name is Doug.
He is a dentist.

All the children's names are eventually used, making sure all are personally involved. They enjoy it when their own names are used.

These verses were written on the board and copied by each child as a writing lesson. When completed, each child has his or her own copy to keep.

Later, each wrote a paragraph (English lesson) and found a picture of the job he or she chose.

OBSERVATIONS

This project also made the children aware of many places -- states, cities, countries.

These verses can be used with jumping rope for P.E. time; everyone taking part since their own name is their. It can be supplemented with an art project. The children can take their "verse" and draw the persons and the job mentioned.

READING CHARTS

SUBMITTED BY:

Connis Keeter, 3rd Grade, Mountain Home Schools

PURPOSE

To show children

1. There is dignity in work
2. Work for what you want
3. Be happy in your work

MATERIALS

Reading books and poster board

LESSON CAPSULE

In our Reading we find that all the stories are geared to the child's interest and to situations in which he could place himself. As we study each unit, we build our chart captioned "Did they like their work?". On this chart we put the characters' name, what he wanted, how he worked for it, how happy he was in working for what he wanted, and how satisfied he was.

At the end of the year we review our chart and come to the conclusion that a person needs a job he likes because WORK is important to his well-being, needs, and desires.

OBSERVATION

Children learn that it is important to understand the value and responsibility of working for something.

OCCUPATIONAL "ARTHURS"

SUBMITTED BY:

Connis Keeter, 3rd Grade, Mountain Home Schools

PURPOSE

To acquaint the child with the many choices he has in the "World of Work".

MATERIALS

This is a homemade game we played. Use cardboard to make each card about 2" square. Number the cards frome one to ten. Then make four cards for each number as 4 - 1's, 4 - 2's, 4 - 3's, etc., until four of each has been made. On the 1's you can write "I want to be a dentist", on the 2's "I want to be a teacher," etc.

LESSON CAPSULE

When playing the game, all cards are placed in the center of the table face(occupation) down and each player draws six cards. Each player calls for an occupation when it is his turn.

He says "I want to be a dentist". Every one who has this card gives it to him. He gets to call again as long as he calls for an occupation and gets a matching card from a neighbor. When he calls for a card and no one has it, he draws from the stack. If he draws the card, he gets to draw again. When he gets four cards of the same kind, he has a "Book". The one with the most "Books" at the end of the game wins. If he doesn't get the occupation he asked for, his turn is over and someone else calls.

OBSERVATION

In exploring the different jobs, they learn to recognize and identify the major occupations and have a better understanding of all them.

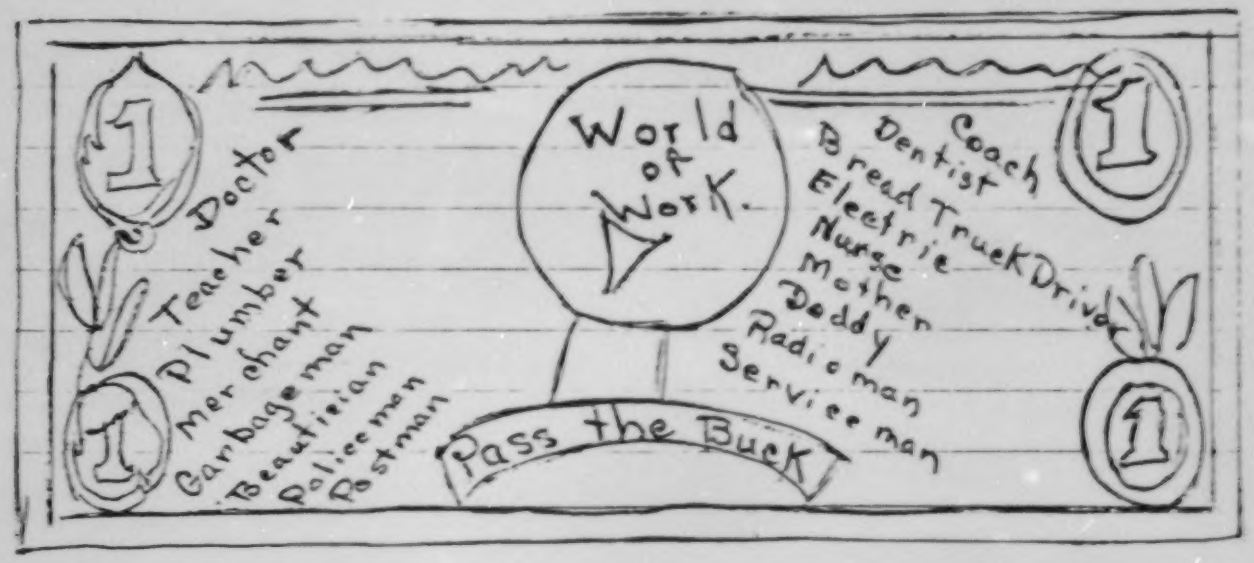
PASS THE BUCK

SUBMITTED BY:

Connis Keeter, 3rd Grade, Mountain Home Schools

PURPOSE

To help children recognize different occupations.



MATERIALS

Large drawing of a dollar bill to be used as the buck.

LESSON CAPSULE

To play "Pass the Buck", one child is to hold the buck before the class on which has been printed varied occupations. He describes one of the occupations. If a child recognizes the occupation, he calls out "Pass the Buck". If his identification is correct, it is his turn to describe an occupation.

OBSERVATION

This is a fun game and the children are learning several occupations at the same time.

COUNT YOUR BUTTONS

SUBMITTED BY:

Connis Keeter, 3rd Grade, Mountain Home Schools

PURPOSE

To encourage wholesome attitudes toward all types of work.

MATERIALS

Buttons on the children's clothing.

LESSON CAPSULE

Count Your Buttons - What Will You Be?

Rich Man	Big House
Poor Man	Little House
Beggar Man	Pig Pen
Thief	Barn
Doctor	Silk
Lawyer	Satin
Merchant	Calico
Chief	Cotton

These can be substituted for any careers arranged in a rhyming fashion. Have a child count his buttons on his clothing. Whatever career they stop on, they are to tell as much as they can about it - duties, training, etc.

If a child does not have any buttons, then he is to tell of a career of his choice, why he chose it, and some of the things he must do to prepare for this career.

OBSERVATION

This is to encourage the natural curiosity of children, wholesome attitudes toward all work and to begin developing a desirable approach to what they want.

BOOKLETS: ALL ABOUT ME

SUBMITTED BY:

Connis Keeter, 3rd Grade, Mountain Home Schools

PURPOSE

To reach the child through a discussion of himself, his family, and their relationship to the community.

MATERIALS

Paper for making booklets. Let students do a page at certain intervals or as you prefer.

LESSON CAPSULE

The following titles are used for the TABLE OF CONTENTS page and also for the students to use for writing their stories.

Who Am I?
My Family
My Pets
My Hobbies
My Friends
My Chores
My Secrets
My Tall Tale
Daddy's Work
Mother's Work
What I'd Like To Be
What I Think of Grown-Ups

OBSERVATION

This helps develop basic concepts of the child, his family and his friends through meaningful activities.

SPIN THE PLATE

SUBMITTED BY:

Connis Keeter, 3rd Grade, Mountain Home Schools

PURPOSE

To acquaint the children with Community Helpers.

MATERIALS

An unbreakable plate.

LESSON CAPSULE

Everyone sits in a circle, with "it" in the middle. Everyone is named a different community helper. "It" spins the plate and calls out a community helper. The community helper called must catch the plate before it quits spinning or he is "it". This may also be used for occupations, tools, skills, etc.

OBSERVATION

This type of game can lead to discussions that the people named have special training for the World of Work; and because each person has a special job to do, he learns to do the job well.

TOOLS OF A TRADE

SUBMITTED BY:

Connis Keeter, 3rd Grade, Mountain Home Schools

PURPOSE

To teach children tools used in different occupations, using an old rhyme, "Chickma, Chickma, Cranie, Crow."

LESSON CAPSULE

Several children can play this. One is the old Witch. The rest are the hen and chickens. As the Witch goes off the children follow her saying:

Chickma, chickma, cranie, crow
Went to the spring to wash my big toe
When I got back my "pencil" was gone
What work do I do old Witch?

The Witch answers with some occupation where a pencil is used. If the hen has told the chickens "A carpenter uses a pencil" and the Witch doesn't guess it, you repeat the rhyme until she guesses "carpenter" which is the signal for the Witch to catch the chickens. Those caught go with the Witch until everyone is caught.

OBSERVATION

Any "tool" may be used instead of pencil. For example, drill could be used but the "Old Witch" must guess which occupation the drill refers to.

TRADES

SUBMITTED BY:

Connis Keeter, 3rd Grade teacher, Nelson Wilks Elementary School, Mountain Home

PURPOSE

To acquaint the children with different trades and the motions used to describe the trade.

LESSON CAPSULE

To play this game, the players divide in two groups. One group decides upon a trade or occupation that it will act out. These children then advance toward the second group saying:

"Here are some men from Botany Bay;
Got any work to give us today?"

The children in the second group then ask:

"What can you do?"
"Anything."
"All right - begin."

The children in the first group then act out their trades. For instance, if they are bakers some will mix dough, others knead it, others look in the oven and perhaps a few will sell the finished products.

If the second group guess the trade, it is their turn to act one. Otherwise, the first group acts out a new one. If there is plenty of space for running, the game may be varied by having the children who are guessing the trade, tag the others as soon as the trade has been guessed. All who are caught before reaching their home goal, have to join the other side. The first group to capture all of the other side wins.

OBSERVATIONS

This would be an excellent way to introduce occupations through dramatization of the children. It is much like our game "New Orleans" but the children will like this old version.

SUN DIAL

SUBMITTED BY:

Connis Keeter, 3rd Grade teacher, Nelson Wilks Elementary School, Mountain Home

PURPOSE

To see how many types of work the children can name at the beginning of the year.

MATERIALS

Cards, listing occupations named by children.

This can be played either inside or outdoors. A great circle is drawn and divided into 12 equal parts by intersecting lines so it looks like a wheel with spokes, which are numbered from 1 to 12.

LESSON CAPSULE

One player is blindfolded and placed in the center of the circle. The leader then turns him about so that he will lose his sense of direction. He walks around the circle as the children, each carrying a card on which one of the named occupations is printed, repeats this rhyme:

Hickory, Dickory, Dock
I've walked around the clock
If you guess the trade
In this charade
You'll take your time
And then guess mine.

Children stop on a number and the blindfolded player removes his blindfold facing the child on who's number he is standing. He then tries to guess the occupation on the card he is carrying. If he guesses it, he takes his place and he goes to center of ring. After this player is blindfolded, the children exchange cards and the above rhyme is repeated. If the player does not guess the occupation, he stays in the center until he does.

OBSERVATION

Children will try to remember the occupations named. Other occupations may be added through the years and a comparison made as to how many more they know at the end of the year.

Another interesting project would be to use 12 jobs beginning with "A", "B", "C", etc., 12 community helpers, 12 school workers, 12 job families, or 12 parent's occupations.

MY FLEET OF JOBS

SUBMITTED BY:

Connis Keeter, 3rd Grade teacher, Nelson Wilks Elementary School, Mountain Home

PURPOSE

To investigate an occupation and write a paragraph describing where the occupation would be found and add to his occupational booklet which we named "My Fleet of Jobs."

MATERIALS

Paper and pattern for booklet, all pages to be shaped as a ship.

LESSON CAPSULE

The children were to examine our county paper to locate articles, pictures or advertisements of new or old occupations in town. Since we are in an expanding area, we studied how our area used to be, how it is now, and what is expected for the future.

OBSERVATION

The children early learned that work is important - important to the worker and important to society. Near the end of the year the children may re-examine their "Fleet of Jobs" booklets and discuss the old interests they had at the beginning of the year and the new interests they have developed. A last paragraph may complete this short paragraph.

"My job today is going to school and getting my education.
In ten years I see myself doing ....."

Wouldn't these be interesting to look at ten years from now?

WORK AROUND THE WORLD

SUBMITTED BY:

Connis Keeter, 3rd grade teacher, Nelson Wilks Elementary School, Mountain Home

PURPOSE

To acquaint the children with the "World" they live in, lead him to understand this larger world and to make him become more curious.

MATERIALS

The book, Work Around the World, by Silver Burdett Company; old magazines, and old textbooks, especially old geography books.

LESSON CAPSULE

We used this study as a unit for the whole room. There were nine different topics -

4 under "Work in Our Country"
1. Working Together at Home
2. Working Together on a Farm
3. Earning and Spending Money
4. How Things Get to Stores

5 topics under "Cities and Faraway Places"
1. In Towns, Cities, and Faraway Places
2. Roads That Help with Work
3. Faster Ways of Traveling
4. Magic Stores in Magic Lands
5. Market Days and Market Ways

We divided the children in groups for the nine topics, mixing the children so there would be high, average and low children within each group. Also one of the lower children was made chairman of his group. He took care of the pictures and conferred with other chairmen.

OBSERVATION

The fascinating pictures and the book, Work Around the World, geared to their interest, stimulated related discussion and activities. They became more eager to know more about people in other countries. But most of all, was the noted confidence the chairman of each group acquired. You could see a difference in him and he became easier to work with.

WHAT WILL A DOLLAR BUY?

(For Math and Language)

SUBMITTED BY:

Connis Keeter, 3rd Grade, Mountain Home Schools

PURPOSE

That the child will become familia with how much a dollar will buy and how he may spend it to get the most for his money.

MATERIALS

We used a huge drawing of a dollar bill from Union National Bank's ad in the Gazette.

LESSON CAPSULE

To help the children see the purpose of money, its value and how it is used in exchange for goods and services, he writes his own report on what he can or cannot buy with a dollar.

Also, prices from papers, magazines, etc., that cost a dollar may be used; or several articles added together to make a dollar.

OBSERVATION

This lays the groundwork for future planning in problems in Math.

JOBS FROM A TO Z

SUBMITTED BY:

Pat Teague, 3rd Grade, Nelson Wilks Elementary School, Mountain Home
Alice Baker, 3rd Grade, Nelson Wilks Elementary School, Mountain Home

PURPOSE

To teach the children an awareness of the many kinds of jobs that are available. Also to help teach the children alphabetical order by naming all the jobs they can think of that start with each letter of the alphabet, beginning with the letter A, then B, etc.

MATERIALS

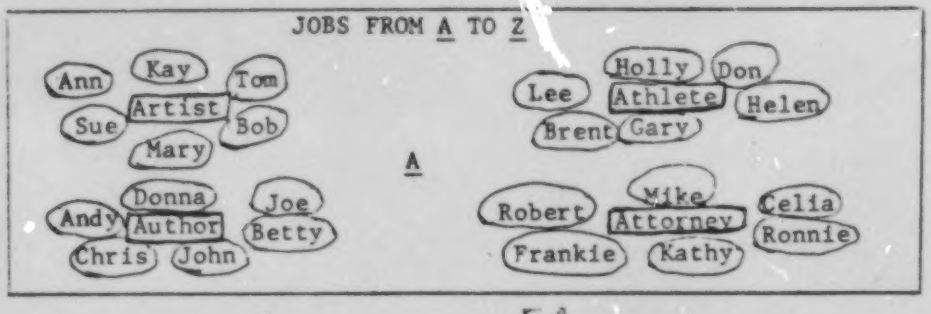
Magazines for finding pictures suitable for each job; art materials for drawing pictures of the jobs not found in magazines. Tags with your children's names on them.

LESSON CAPSULE

Have your class do this as a group bulletin board project. Let the children think of all the jobs that begin with each letter of the alphabet. For example, the letter A: accountant, acrobat, adjutant general, admiral, aerialist, airline hostess, airplane pilot, ambassador, ambulance driver, analyst, anesthesiologist, animal trainer, anthropologist, apothecary, archaeologist, architect, artist, assyriologist, astronaut, astrophysicist, athlete, attorney, auctioneer, author, aviarist. Put pictures of these jobs on the bulletin board and around each job picture put the tags with the children's names on them that want to do that particular job. Each week do a different letter of the alphabet. Bring in reading by having the children find and read to each other library books for each job. (Some books we found had rhymes in them for each job and we wrote the rhymes for handwriting. Then we put the pages together and had our own "jobs" booklet.)

OBSERVATION

The children really got interested because this was something they had done themselves. Many children learned how to use dictionaries by looking for jobs that might be listed under each letter. It was a challenge for several children to try to learn how to spell the names for the unusual jobs or the person doing the job (Numismatist or Anesthesiologist). The children developed an awareness of the great variety of jobs that are available.



WHAT WILL I BE FROM A TO Z

SUBMITTED BY:

Loretta Roberts, Third Grade, Northside School, Rogers, Arkansas

PURPOSE

To make children aware that there are many different kinds of careers.

Every career contributes to society if it is done well.

Careers requires different knowledge, abilities and attitudes.

Some persons can change and have more than one career.

MATERIALS

Choose books from library about all kinds of careers.

Art paper crayons, pictures from magazines of people working.

LESSON PLAN

Have class talk together about careers their parents are in.

Make a list of all careers that we have in our community.

Make a list of careers that other communities might have and why.

Find books and read about these various careers and the need for these careers.

Have child draw a picture of what he would like to be when he grows up.

Make a bulletin board depicting all the different careers from A - Z using the alphabet on bulletin board.

A picture may be drawn for each letter of the alphabet.

OBSERVATION

Why more people are needed in some careers that others. It is important to choose a career for which the person is fitted and can be happy in rather than the compensation he would gain from it. No matter what kind of career a person is in, they should take pride in their work and do it to the very best of their ability.

PUT YOUR HEART IN YOUR WORK

SUBMITTED BY:

Wilma McClain & Ethel Worrall, Third Grade, Northside School, Rogers, Arkansas

PURPOSE

To encourage children to think about different careers and to begin thinking of what they might like to choose.

MATERIALS

Books---a collection from the school library about different occupations; art paper; writing paper; old magazines.

LESSON CAPSULE

The project was carried out in connection with an English lesson on paragraphing. Books about various occupations were read. This was followed by class discussions about different jobs held by parents. Paragraphs were written and illustrated on "What I Would Like to Be."

The children made a bulletin board captioned "Put Your Heart in your Work." Each child cut a picture from a magazine or made a picture, and mounted it on a red heart, depicting a preferred occupation. These were placed on the bulletin board. This was a theme for February.

Each child made a poster and shared it with the class, showing the chosen career. This activity led to discussion concerning the advantages and help to community of each occupation and the disadvantages or less attractive features of the work. The children were also led into awareness of differences in education requirements and salaries of various occupations.

Care was taken to help each child realize that all work is honorable, and that jobs at all levels are important to the community.

OBSERVATIONS

Bulletin boards developed by students are vital springboards to career education activities fused into the regular curriculum.

THE FEEL OF IT ALL

SUBMITTED BY

Nancy Lewis, Third Grade, East Side Elementary School, Magnolia Public Schools

PURPOSE

To allow pupils to get the feel of a firemen's clothing.

To acquaint the pupils with a fireman's suit.

To discuss the necessity of special clothing for certain occupations.

MATERIALS

Fireman's coat, pants, boots, hat, gloves.

LESSON CAPSULE

During the unit on the fireman, one of the stories the pupils read described the fireman's clothing, but none of the children had had a chance to examine a complete outfit.

The teacher borrowed a set of clothing from a volunteer fireman and displayed it in the room. After a discussion of the purpose of each item and the necessity of special clothing, the pupils were allowed to put on any of the clothing.

The items were displayed on a bulletin board so pupils from other third grade rooms could see them and touch them.

The pupils drew pictures of the clothes and learned the proper names for them.

OBSERVATIONS

The pupils were excited to wear a fireman's boots (and other apparel) even though they were much too large.

Having a chance to touch the actual garment made it seem more real.

Uniforms of other occupations could be used and displayed in the same way.

FRIENDS FAR AWAY

SUBMITTED BY

Marietta Lynch, Third Grade, East Side Elementary School, Magnolia Public Schools

PURPOSE

The students see differences as well as similarities in the careers in other parts of the United States; also to show how the location and industry affect the occupations of parents.

MATERIALS

Chamber of Commerce literature, bulletin board displays, United States maps, construction paper, library books about the desert (The True Book of Deserts and All about the Desert).

LESSON CAPSULE

This unit incorporated career awareness, English, social studies, art, and reading.

We obtained names from a third grade class in Twenty-Nine Palms, California, which is located in the desert area of California. Each student composed his own letter telling of his interests, hobbies, school, city, and the occupations of his parents. We gathered and sent many pictures of our classroom, our school, the places of interest in our city and even a magnolia blossom. We sent information and statistics of our city and its industry and a study of our parents' occupations.

Our bulletin board consisted of a large U. S. map showing the location of the two towns. It was bordered with clasped hands of friendship cut from construction paper using the children's hands for patterns.

The letters and pictures from pen-pals were displayed on the bulletin board.

OBSERVATIONS

Pen-pals are always fun, interesting, and informative. This activity is a logical way to study careers both at home and in other parts of the United States.

LET'S PRETEND

SUBMITTED BY

Marietta Lynch, Third Grade, East Side Elementary School, Magnolia Public Schools

PURPOSE

The child identifies the various skills and tools associated with careers. He is aware of differences in careers.

MATERIALS

No materials are needed.

LESSON CAPSULE

A child pantomimes a career by pretending he has the tool or instrument in his hand (waterhose - fireman, orderpad and pencil - waitress, hoe - farmer, etc.) Other students guess the career.

Variation - Child may draw a slip of paper with a career on it (made by teacher). Begin by drawing a simple sketch of the tool on the slip of paper to get them started.

OBSERVATIONS

This is a nice activity that can be done over and over. The students seem to lose their inhibitions and are more imaginative the more often the activity is done.

THIS IS THE LAW

SUBMITTED BY

Peggy Jo Rudd, Fourth Grade Reading, East Side Elementary School,
Magnolia Public Schools

PURPOSE

To stress the duties and obligations of law enforcement officials and to portray these officials as friends and protectors of each citizen.

MATERIALS

A collection of information from the police department concerning law enforcement duties and obligations.

LESSON CAPSULE

As part of a unit on law enforcement, a committee of students interviewed five local people employed in law enforcement. They prepared a panel discussion to present the information to the other classes in their unit. The panel included a narrator and five students protraying different law enforcement officials.

OBSERVATIONS

The students seemed to have a better understanding and appreciation for the law enforcement officials. The students seemed to realize that the duties and responsibilities that they have towards their school work are very similar to the duties and responsibilities of law enforcement officials.

The panel presentation and the interviews provided experience in oral language development and the script provided written language development.

YESTERDAY - TODAY

SUBMITTED BY:

Juanita McCracken, 4th Grade Teacher, Nelson Wilks Elementary School

PURPOSE

Career Awareness - specialization of jobs in our complex and populated society.

MATERIALS

Milk cartons, bits of scrap wood, limbs, construction paper, etc. Materials to make a Thanksgiving scene (which we usually do at that time of year).

LESSON CAPSULE

While the pupils are making their parts of the early Plymouth Rock Settlement, buildings, ships, garden, people at work (with clay or sticks), visit the various groups and encourage conversation of how many people are required today to do the same job. The settlers were not specialists, they performed many tasks to provide themselves the necessities, while we presently in our career do only one job and that wage or salary to buy our necessities.

OBSERVATIONS

The boys and girls named many jobs such as dentists, funeral directors, farmers, dieticians, roofers, finishing carpenters, nurses, interior decorators, landscapers, and beauty operators. They really became more aware of how our society has changed and of the varied careers available to them.

POEMS

SUBMITTED BY:

Jane Snyder, 4th Grade, Nelson Wilks Elementary, Mountain Home

PURPOSE

The child will become more aware of different aspects of jobs; not only what they do but how they do their job. Also, they become familiar with materials and tools needed. They become aware of prerequisite for a particular job.

MATERIALS

Paper, pencil, and creative mind. Assuming that they have had previous lessons in poetry writing.

LESSON CAPSULE

Have your class list occupations on the board. These probably will be occupations of either their mother or father, or ones that hold a special interest to them. Then further break them down by adding what is needed for this job; either tools, materials or education required.

OBSERVATION

These poems may be put in booklets, read orally in class, or acted out. They may draw pictures to go with the poems.

DISCOVERY AND COMPARISON

SUBMITTED BY:

Patricia Bell, 4th grade, Nelson Wilks Elementary School, Mountain Home

PURPOSE

To research well-known inventors and their contributions to history and to discover occupations and skills associated with them.

MATERIALS

Pictures or drawings of famous inventors and of their inventions. Pictures or drawings of modern conveniences related to these inventions.

LESSON CAPSULE

An individual student or groups of students may be assigned to research the life of an inventor and report to the class about his particular invention. Then discuss the various phases that must have preceded that invention and construct a bulletin board of illustrations organized in chronological order of events and inventions that led to and followed the particular person's discovery. For example, Henry Ford may be the subject. Discuss and illustrate the history of transportation, and particularly, when and how people stopped depending upon themselves for transporting themselves and their property and began depending upon others. Each discussion time, the pictures and drawings of the phase to be discussed may be placed behind a "chronovision" (a piece of cardboard made to look like a large television), drawing attention to the subject.

OBSERVATION

The idea of a "chronovision" was taken from our language book. The children are more familiar with modern adaptations of these inventions but are more fascinated with "how it was in the 'old' days" and with a time-machine project.

COMMUNITY SERVICES

SUBMITTED BY:

Nora Coates, 4th Grade Social Studies, Nelson Wilks Elementary School, Mountain Home

PURPOSE

Kinds of work done in community and how many services are offered to the community.

MATERIALS

Bring in advertising ads of companies or individual offering services.

LESSON CAPSULE

In new Social Studies book (page 71) we discuss jobs in our state. We will work on jobs in our local community. Have children find out just how varied are the services offered to the people living here. Bring in ads from telephone books, newspapers, brochures, pictures of signs, or paid bills. List by category, for example: home repair services, home building services, car services, animal services, hair needs, physical needs, food sales, restaurants, educational facilities, vets, etc. Children can then list these that require trade school learning, college learning, on the job training; which are indoor, outdoor, dependent upon weather, not dependent upon anything. These categories are put on bulletin board or slips as children think of them. Titles are bold yarn.

OBSERVATION

Children will be exposed to a wide range of jobs, locally, that they can begin to consider as their life's work. Training can be considered and weighed. Child may decide something he wants is attainable. Children may ask if parent can come in and tell about specific services which is what you want.

CAREER OF THE WEEK

SUBMITTED BY:

Mary Gartside, Fourth Grade, Northside School, Rogers, Arkansas

PURPOSE

To help children develop an awareness of job opportunities in their community.

MATERIALS

Newspapers, books, tools, or instruments related to the career.

LESSON PLAN

Feature the career of the week on a bulletin board. Also display materials in a career corner.

Then children who are interested in the featured career find out about training for this job, why the job is important, and what the workers do in this job. This is shared in class.

During the week, whenever possible, a resource person may be invited to discuss the featured career. Or a group may visit a worker at his job and tape an interview with him. This shared with the group.

OBSERVATIONS

The children's understanding of the need to work was enlarged.

They developed a better understanding of the variety of training, education, materials, and equipment that various work requires.

They also developed a healthy respect and appreciation for workers in all types of work.

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CAREERS

SUBMITTED BY:

Myrna Bame, Fourth Grade, Northside School, Rogers, Arkansas

PURPOSE

To acquaint children with some of the jobs available in their community and give them some idea of the kinds of training, education and special skills and abilities needed to perform these jobs.

MATERIALS

Tape recorder

LESSON PLAN

The children began the study by discussing their parents jobs and then the job they might like to consider for the future. The children then comprised a list of various places in the community they would like to visit to observe actual work being done and the equipment involved in the performance of these jobs.

Through parents and community co-operation, field trips for groups 3 - 4 children were arranged.

In preparation for these trips, the children learned to operate the tape recorder and interviewed several of the school personnel. Armed with tape recorder and questions the children were picked up from school by a parent and taken on a visit to the place they had chosen, where they were conducted on a tour and allowed to interview one or more persons on the job. They were then returned to the school where they reported to the class and all were able to listen to the tape interview.

OBSERVATIONS

Field trips by small groups of students using tape recorders provide better relations with the community than imposing a large class on their business activities. Care should be taken that all students are involved in field trips and not just a selected few.

ARCHIE AND EDITH

SUBMITTED BY

Julia Riner, Fifth Grade Social Studies, Central Elementary School, Magnolia Public Schools

PURPOSE

To convey career awareness information and at the same time develop language arts skills in how to write a skit and select characters for various types of parts.

MATERIALS

Props for a skit which would include a living room setting, old newspapers and magazines, and, of course, a cigar (unlit) for Archie.

LESSON CAPSULE

The teacher and students write a script for a skit about career awareness. Use the theme and format of the television program, "All in the Family."

By presenting the skit more than once, all the students get a chance to portray at least one of the characters in the skit.

You can let the class decide which group acted out the skit best. Arrange for that group to tape the skit to present to other classes.

OBSERVATIONS

Presenting career awareness information in a fun and humorous manner impresses the student with a more lasting and meaningful experience. This type of presentation enables all the students to participate.

PAPER DOLL FUN

SUBMITTED BY:

Estella Gustafson, 5th Grade, Nelson Wilks Elementary School, Mountain Home

PURPOSE

To acquaint students with their parents' jobs and to develop an appreciation for their parents' contributions to the "world of work."

MATERIALS

Construction paper, glue, scissors, tag board.

LESSON CAPSULE

Students interview parents about their jobs after major points of interest have been discussed in class.

Each child makes a paper doll replica of his parents in their "work clothes". These are shared along with information from interviews and arranged on a bulletin board for Parents-Back-To-School Night.

OBSERVATION

Children take pride in being informed on such grown-up matters and parents are pleased with their interest.

This activity provides an excellent foundation for correlation with Social Studies. For example, classification of vocations (professional, public services); contrast of jobs now and in earlier times; ratio of work to leisure time; population distribution due to industry; and buying power of the consumer in relation to his income.

OCCUPATION PUPPET SHOW

SUBMITTED BY:

Mrs. Worthen's Group, 5th Grade, Nelson Wilks Elementary School, Mountain Home

PURPOSE

Evaluation of various occupations as follows:

1. Ability
2. Desirability
3. Working conditions
4. Educational requirements

MATERIALS

Crayons, paper bags and face patterns.

LESSON CAPSULE

We discussed various occupations and then the children chose one of the puppets to make.

When we had finished we pretended we were the individual represented by the puppet and did a puppet show for our class. In some cases two or three children performed together (doctor, nurse, and injured farmer). Some of the children made up their own patterns, and some used cloth and old socks.

OBSERVATIONS

As we did our puppets and gave the shows, we found so many other occupations were involved. We drew and stressed our conclusion, "Man is not independent, but dependent." In Social Studies we discussed the advancements each vocation experienced during the last fifty years.

ROTATING GROUPS APPROACH

SUBMITTED BY

Joyce Grayson, 5th Grade, Gentry Elementary School

PURPOSE

The children will be encouraged to do some serious thinking about what he would like to do with his life, research that career, and express his feelings about his choice through art and creative writing.

MATERIALS

A do-it-yourself filmstrip kit, special pencils to mark on the film, tape recorder, library books, occupational guides, art materials, pencil, paper.

LESSON CAPSULE

Divide the room in four groups: a career research group, a filmstrip-tape recorder group, a model community art group, and a creative writing group.

In career research, provide the children with occupational guides, encyclopedias, and library books about careers. Allow them to select a career and discover what training would be needed for it.

Making their own filmstrips is a lot of fun. Each child illustrates one frame of the strip with a picture of his career, and then tapes an explanation of it and the reason for his choice. Upon completion, filmstrip and recorder are synchronized for showing.

The third group might begin the construction of a model community in which each child creates his own place of business. Tiny trees, shrubs, flowers, street signs, cars, and people enhance the scene. Children really feel they have contributed to this miniature town and experience a sense of belonging.

Creating a class newspaper is the assignment for the creative writing group. This is a culminating activity, integrating all four group objectives. Through this newspaper, each child may reveal his choice of careers, express his ideas on education and the world of work, and share his requirements for pursuing such a vocation.

Children may rotate and work in all four groups daily or be involved in just one group activity each day.

OBSERVATIONS

Four rotating groups allow for small group instruction, combining such skills as reading, spelling, writing, English, research, and art.

TINY TOWN, U. S. A.

SUBMITTED BY

Joyce Grayson, 5th Grade, Gentry Elementary School

PURPOSE

Each child will be encouraged to select a career that will contribute to the growth of a model community. This is a realistic approach, providing a situation in which children may experience self-respect and acceptance in their choices of careers.

MATERIALS

Art materials of your choice: construction paper, tagboard, crayons, magic markers, paints. To create a more realistic atmosphere, the boys will enjoy bringing tiny cars and community vehicles from home. Milk cartons and small boxes can be covered for buildings.

LESSON CAPSULE

After selecting a career he is interested in pursuing, each child is directed to construct a community building or area in which he can carry on his business. City planners may be elected or appointed to map out an organizational pattern for streets and buildings. Tiny cars, trees, shrubs, and street signs offer a realistic touch. Finally, and most importantly, each child draws a tiny self to place next to his buildings or somewhere in the town, going about his work.

The class may vote on a name for the new community. A town newspaper could be created, allowing each child to research his chosen career, reveal his philosophy of education, and share what training would be necessary for him to have in order to actually become a doctor, nurse, teacher, truck driver, drag racer, or garbage collector.

OBSERVATIONS

Children love learning through art media, and will experience great satisfaction and pride through the creating of this Tiny Town, U. S. A. Original plays may be dramatized right on the streets of the town, demonstrating the importance of various jobs. Even the child who has chosen to be a garbage collector need not feel ashamed, because each career fills a vital spot in this special town. Constructing a miniature community will enable the class to realistically visualize just how they can "fit" and what contributions they can offer.

USING FRONTIER SKILL TO STIMULATE INTEREST IN MODERN INDUSTRY

SUBMITTED BY:

Mary E. Harness, 5th Grade, Skyline Heights Elementary School, Harrison

PURPOSE

To instill awareness of and interest in the complexities involved in the manufacture of seemingly simple products.

MATERIALS

Black iron pot, wooden spoon, 3 lbs. of lard, 1 pint of lye, 6 cups cold water. Mix, let stand until firm and cut into bars.

LESSON CAPSULE

Within a unit centered on self-sufficient early America, along with other occupational projects (such as constructing miniature cabins, involving carpentry; butter churning, introducing the dairy industry; and weaving and stitchery, suggesting the textile industry), the involvement in making primitive soap may lead to research in modern soap making.

Students may research the following contributors to the industry: perfume factories, wrapper printers, chemical producers, press designers, and packagers.

Enough soap should be made so that each child has at least one piece of his own. As an art project, students may design original wrappers for their soap bars.

OBSERVATIONS

By the unit method, career education can be integrated smoothly into the teaching of basic subjects. The project was initiated by a topic in social studies, and in English the use of such spelling words as lye, industry, chemical and manufacture can be required in creative stories concerning early America.

CHIP OFF THE OLD BLOCK

SUBMITTED BY:

Dana Stewart, Fifth Grade social studies, Central Elementary, Magnolia Public Schools

PURPOSE

To make the students more aware of the local industries and to show the interdependence of the many jobs connected to an industry. The activity will also show how the home, school, and community can work together.

MATERIALS

Samples of products manufactured at various industries in the community.
Industry supplement from the local newspaper.
Industry pamphlets and brochures from the local Chamber of Commerce.

LESSON CAPSULE

Create interest by having the students interview their parents if they work in a local industry. The interviews can be taped and played back to the class. The students can be given a list of questions to use with the interview. A final question could be, "Would you want your child to do the same kind of work you do when he/she grows up. Why or why not?"

The students bring samples of products manufactured at the industry where their parent works. Have volunteers get samples from the industries that are not represented by parents of the students. The student shares his knowledge about the article he brings to the class. He explains how it is made and what it is used for. Make a display of the articles.

The students keep a scrapbook on all the information they can locate pertaining to the local industries.

It is recommended that the student spend a few hours on the job with the parent if at all possible. This helps the student see the importance of one job to another.

Include a field trip to a local industry during the activity.

OBSERVATIONS

This activity makes the student more aware of the community industries. It also creates a better understanding for the student of the contribution the parent is making towards the welfare of the whole community. The students showed great interest in experiencing the work of the parent.

CAREER AWARENESS POT POURRI

SUBMITTED BY

Alta Huddlestun, Fifth Grade Social Studies, Central Elementary School, Magnolia Public Schools

PURPOSE

To create awareness of the proper attitudes for the world of work. To learn the dos and don'ts of applying for a job. To become better acquainted with the work of parents.

MATERIALS

Art supplies such as felt marking pens, paper, poster board, construction paper, and scissors. Magazine and newspaper articles. Tape recorder and blank tapes.

LESSON CAPSULE

Have students interview their fathers and present their findings either orally or written. Some might like to tape an interview. Repeat the assignment with their mothers. Display the written reports on two bulletin boards entitled "Our Fathers Work" and "Our Mothers Work, Too."

Invite the local director of the Employment Security Division to come and speak to the class requesting him to speak specifically on "How to Get a Job." Prepare the students in advance so that they will have questions relevant to the talk when he is finished.

After the talk by the resource speaker, work with the students to develop a skit dramatizing the proper procedure for applying for a job. Arrange for them to present it to another class.

Make a bulletin board collage of the world of work adding to it daily the pictures which students bring to class. Each child will analyze the job pictured and tell the attitudes needed for success in the job.

OBSERVATIONS

The students gain a great deal of respect for their parents in discovering the importance of their occupations. They also learn more about many occupations through the writing activity and the collage bulletin board. By having the Employment Security Division Director as a resource person, emphasis is placed on the worth, dignity, and honor of work and the attitudes necessary for securing a good job.

Good public relations between the school and the Employment Security Division will be furthered as each discovers another way of working together.

THEN AND NOW TOWNS

SUBMITTED BY

Nancy Polk, Fifth Grade Social Studies, Central Elementary School, Magnolia Public Schools

PURPOSE

To acquaint students with life during Colonial days and to encourage critical thinking in making comparisons and contrasts between occupations necessary for life then and now. To help students understand the rationale behind division of labor.

MATERIALS

Boxes of varied sizes, milk cartons, construction paper, string, paste, gravel, and colored marking pens. Also, toy cars, trucks, planes, trains, and boats.

LESSON CAPSULE

Discuss the life and livelihood of people during the 1700's. Make a chart listing all the occupations the students can name. Some of these might include blacksmith, caulker, cooper, town crier, potter, street lamp lighter, sailmaker, baker, goldsmith, silversmith, and preacher.

Have the students construct a model town of the 1700's using their text-book in social studies and encyclopedias for detailed information. Discuss all the occupations present during this period and whether they have become modernized or obsolete.

Then have the students construct a model of the modern town, labeling it with the names of the local industries and including all the modern improvements like paved streets, airports, etc., and note the occupational choices available.

Have the students choose one occupation from the 1700's and one from the modern town and write a short report.

Include in this activity a study trip to a local industry which has occupations of both the colonial and modern era.

OBSERVATIONS

Students learn the value of working together on a class project. They also learn a great deal about their ancestors and the life and times of Colonial days. Also, they learn the developmental process which certain occupations have undergone as well as the positive and negative aspects of industri-alization and its impact upon craftsmanship. Finally, they become aware of the many job opportunities available within their own community.

A LOOK INTO THE FUTURE

SUBMITTED BY

Julia Miner, Fifth Grade Social Studies, Central Elementary School,
Magnolia Public Schools

PURPOSE

To create interest in language arts skills through creative poetry while gaining career information that will prove valuable in later life.

MATERIALS

Samples of different styles of poetry
Language arts textbook
I Want to Be Books

LESSON CAPSULE

To correlate career information with language arts, the students wrote orignial poems that related to their career interests. Many of the students memorized their poems and presented them to the class. The following is an example of the work done:

CAREERS

Let's take a look, our future to see.
What kind of worker would you like to be?
I'd like to be a doctor and help all of mankind.
It might be for wounds or maybe the mind.

You could be a surgeon or maybe a physician,
But every doctor should fit his position.
You could be a psychiatrist and help people understand
There are things you can't do and things you can.

You could go overseas and help the boys who fight
For sure, theirs is a very sad plight.
You can help the needy, you can help the poor
Whether it's a big wound or just a little sore.

Without a job the world would be a bore,
But with jobs, the world is doing more and more.

OBSERVATIONS

Many students find poetry writing much more challenging than writing prose. The career information seemed very meaningful to the student through this mode of communication.

ILLUSTRATED STORIES USING THE FLANNEL BOARD

SUBMITTED BY:

Zena Milum, 6th grade, Nelson Wilks, Mountain Home

PURPOSE

To acquaint students with the opportunities in different professions.

MATERIALS

Flannel Board or piece of cardboard covered with felt or flannel. Construction paper, scissors, crayolas or paints, glue, etc. Plenty of original ideas.

LESSON CAPSULE

Have each student select a story or write a creative story of a chosen profession. Example - fireman. On construction paper draw pictures illustrating the different jobs a fireman does, also the tools he uses. Attach a piece of felt to the back of each picture so it will adhere to the flannel board. As the story is told, the scenery and pictures are placed on the flannel board illustrating the story.

OBSERVATION

This method of teaching is entertaining and interesting to other students and can be used for programs. It is also correlated with written and oral English, reading, math and art.

THINK FOR "REAL"

SUBMITTED BY:

Patricia Ross, 6th grade, Nelson Wilks Elementary, Mountain Home

PURPOSE

The student will begin to think realistically about his future and his career choice.

MATERIALS

The materials needed are a variety of magazines, and a photograph of the student.

LESSON CAPSULE

Each student is to think about what he wants as his occupation. The teacher should stress the importance of realistic goals or choices. Then the student is to find a picture from a magazine which best depicts his choice. These are then put on a bulletin board along with the student's photograph. The bulletin board should read, "What Shall I Be?" The student may also write a brief summary of why he chose his career. The student might prefer to do his own interpretation of his career by drawing.

OBSERVATION

The students begin to see the many choices available to them and also to see themselves in perspective in a working world.

MAIN STREET U.S.A

SUBMITTED BY:

Jeanne Manes, 6th grade, Nelson Wilks Elementary, Mountain Home

PURPOSE

To acquaint the child with different kinds of jobs available along any street, in any town, anywhere they go. From this study of background needed, salaries, fringe benefits, kind of education needed and the contribution made by these people to our society.

MATERIALS

Toy train set, milk cartons of various sizes, tempera paints, colored paper, chalk, brushes, toy cars, motorcycles and ice cream sticks.

LESSON CAPSULE

Children gather material and discuss the "layout" of the town. They decide on the jobs available along a "Main Street". They then form their committees and each group is responsible for a portion of the street and buildings. Each group researches the job and reports to the rest of the class. The report includes training and education needed. Sometimes members engage guest speakers. Finally, the street is completed and the reports given and construction of buildings done. We have our own "Main Street U.S.A." right in the classroom.

OBSERVATION

Much can be done with this project and it is great for correlating with subjects. Children especially are interested if fathers and mothers have jobs that tie in with the work done on project. But most of all children become aware of the opportunities afforded them regardless of what they want to pursue for a career. They gain inside knowledge from their research about just what these people do and the contributions they make to our daily lives. And above all, I would hope they would gain new respect for the varied people and the varied jobs that constitute life as a whole.

WHAT'S INSIDE?

SUBMITTED BY

Glenn Sheets, 6th Grade Science Teacher, Hopewell Elementary School

PURPOSE

The students will be able to use the knowledge gained through studying and help them to possibly choose a medical career, for which there is a great need today with the growing population and technical advances.

MATERIALS

Human Torso Model

LESSON CAPSULE

The teacher will introduce the model to the class as Tommy, The Model Boy. The teacher will show the students a perfect example of bodily form and function. A great deal of time will be spent learning and discussing the location and function of the various internal body organs. There will also be supplementary material about the various organs of the body. They can use this in the discussion of the various organs and make a report to the class as to the location of the organ and it's function. The lessons on the body could lead many students into the medical field.

There are a great many ways the model could be used, not only in the location of the organs, but their relative size and growth throughout the years. Students will learn how physical activity affects the organs of the body, not only young people, but old people as well.

OBSERVATIONS

Students will observe the location of the various organs on the model. They will also learn about many diseases associated with the different organs. This model can also be used in coordination with various filmstrips on the vital organs.

WHICH WAY DO WE GO FROM HERE?

SUBMITTED BY:

David Pearson, 6th Grade Social Studies Teacher, Hopewell Elementary School

PURPOSE

The students will be able to recognize various symbols in connection with maps. For example, what is the symbol for a capital city? What directions do longitude and latitude run? The students can use an atlas that is easy to read in which the words are printed clear and bright. Worksheets can also be made out from the atlas for the students to try their skills.

MATERIALS

Students' Indexed World Atlas

LESSON CAPSULE

The students will work with the atlas either individually or in groups of two. They will become accustomed to recognizing various symbols and the accuracy reading of directions.

Students will also use the index to find different places throughout the world and give the population, physical terrain, rainfall, climate during various times of the year.

Students will make reports on various parts and countries of the world covering some of the things I have previously mentioned. By studying the atlas and becoming proficient in reading it some of the children may become interested in the making of maps (cartography) for a future career or maybe working as a guide for a resort center or working for the state in giving tourist information, all which require proficient use of maps and atlases.

OBSERVATIONS

Atlases may be used in a variety of ways. They might be used in the location of different countries. They can be used as supplement to the studying of various countries in relation to the Social Studies. Students may also become interested in going to some of the countries to visit and thus improve their education.

CAREER PUZZLE

SUBMITTED BY:

Harriet F. Moore, 6th Grade, Nelson-Wilks Elementary School, Mountain Home

PURPOSE

This puzzle is an enjoyable way to introduce a large number of careers to students of upper elementary age. It will elicit inquiry which can lead to a follow-up of research into opportunities in the particular field listed, the education needed to pursue these careers, and perhaps the children will discover some related careers that will prove more interesting to them.

MATERIALS

Ditto master of the puzzle.

LESSON CAPSULE

Hidden below among these letters are the names of different careers. Have students find them all -- then see if they know what they all are.

A	N	T	H	R	O	P	O	L	O	G	I	S	T	R	A	I	N	E	R	J	U	C	T
C	R	V	W	N	B	A	K	E	R	H	R	I	E	C	O	L	O	G	I	S	T	T	M
T	X	T	R	A	S	I	Q	F	I	R	E	M	A	N	A	M	R	E	D	L	A	B	C
O	N	E	I	R	A	G	R	O	C	E	R	C	I	S	S	A	M	E	B	S	D	F	S
R	A	C	T	S	G	T	I	K	H	U	E	V	H	A	T	T	E	R	O	W	E	F	I
A	I	H	E	V	T	E	B	U	M	B	I	H	E	A	R	O	O	R	E	E	P	E	G
C	C	N	B	D	O	R	E	P	O	R	T	E	R	H	O	V	C	N	U	L	C	H	G
O	I	I	J	Y	R	A	T	E	R	C	E	S	A	T	N	A	T	N	U	O	C	C	A
S	T	C	O	N	T	R	A	C	T	O	R	B	N	A	A	A	C	M	W	E	E	D	R
M	U	I	E	R	I	L	I	A	S	R	E	W	C	U	U	H	B	A	R	B	E	R	D
E	A	A	L	L	E	R	G	I	S	T	E	Z	H	C	T	E	C	E	A	A	S	D	R
T	E	N	U	T	S	I	G	O	L	O	O	Z	E	B	R	L	B	R	C	X	L	O	O
I	B	O	F	U	Z	Y	A	E	I	L	C	V	R	A	E	M	O	I	E	R	O	P	T
C	L	E	R	K	E	Y	R	A	D	I	O	L	O	G	I	S	T	A	R	O	G	S	C
I	B	M	O	R	K	E	D	A	E	P	A	V	E	R	R	M	I	L	L	I	I	O	O
A	V	I	O	V	N	E	E	D	A	N	C	E	R	U	S	A	R	I	D	P	S	L	D
N	U	R	S	E	N	O	N	F	O	R	H	I	M	S	A	N	U	S	Y	O	T	D	O

OBSERVATIONS

All children like puzzles, and in this type of a puzzle, even the slow learner will be able to excell. My group was so enthusiastic over this particular puzzle, they asked me to make another, using different careers.

THE SENATOR AND CAREER EDUCATION

SUBMITTED BY:

Helen Shepherd, Sixth Grade Social Studies, Central Elementary School, Magnolia Public Schools

PURPOSE

To develop a deeper understanding of why and how we correlate career information into the regular school curriculum and to show the importance of learning about different kinds of jobs.

MATERIALS

Stage setting for a senate hearing. This would include a desk and chair for the senator and desks for the students participating in the skit. An American flag should be visible as well as an Arkansas flag. A gavel should be on the senator's desk.

LESSON CAPSULE

The students and teacher discuss a skit about career awareness in which they could tie together all the units of work that have been done in the four occupational clusters of the grade level. The students come up with the ideal of a senate hearing.

The students role-play the parts.

OBSERVATIONS

The students could see the purpose of a career awareness program in the curriculum. They became more aware of the political aspects of providing funds for strengthening our total school program.

INNOCENT UNTIL PROVED GUILTY

SUBMITTED BY

Ethel Burton, Sixth Grade Social Studies, Central Elementary School, Magnolia Public Schools

PURPOSE

To acquaint the students with the due process of the law as we know it in a democracy and to role play some of the various legal occupations present in everyday court cases.

MATERIALS

Old legal magazines containing court cases, judge's robe, gavel, tables, and chairs.

LESSON CAPSULE

During a discussion of democracy and other forms of government, have the students choose a legal-related occupation which might be role played within the courtroom.

Select a defendent and tell only him whether he is guilty or not. Select the witnesses, lawyers, court photographer, jurors, judge, court reporter, bailiff, and legal secretary. Have the students research each occupation related to the court room and also study the court cases from the old magazines.

Have a mock trial. During the unit, take the students to observe municipal court being careful to check the docket to avoid embarrassment.

OBSERVATIONS

Perhaps the most surprising result of this activity will be the finding guilty of the defendent who actually was guilty or the proving innocent of the one who actually was innocent.

The students will learn a great deal about the courts system as well as the various occupations associated with legal work. They will realize the consequences of breaking the law and the importance of observing all the laws.

LEARNING TO COMMUNICATE

SUBMITTED BY:

Helen Shepherd, Sixth Grade Social Studies, Central Elementary School, Magnolia Public Schools

PURPOSE

To show the value of selected course curriculum by relating a study of communication careers to the jobs students might want in the future.

MATERIALS

Art materials, tape recorder, cassettes, camera, film.

LESSON CAPSULE

Five occupations within the area of communications are discussed: sports announcer, disc jockey, photographer, writer, and interviewer.

Each student fills out a job application containing his name, age, sex, and other information. Job assignments can be made as follows:

1. Sports writer - a ten-minute taped interview with a high school athlete
2. Photographer - several student-made pictures depicting one sequence of events
3. Writer - write a story or poem.
4. Disc jockey - a twenty-minute tape of news, weather, music, advertising.

The student will present his product to the class with a brief outline of the occupation it represents.

An integral part of this activity is a study trip to the local radio station.

OBSERVATIONS

The students will learn about the many and varied occupations contained within the communications cluster. At the same time, they are developing their own communication skills - a necessity for success in the world of work.

THE TOKYO PRESS

SUBMITTED BY:

Wanda Black and Ethel Burton, Sixth Grade Social Studies, Central Elementary School, Magnolia Public Schools

PURPOSE

To acquaint students with the Japanese culture and technology while at the same time learning about the occupations available within the cluster of communications.

MATERIALS

Art materials such as felt-tipped markers, pens, pencils, and paper. Art objects from Japan, social studies textbooks, and magazines and newspaper articles about Japan. Encyclopedias and other references about Japan.

LESSON CAPSULE

Students discuss Japan and the ways in which it has progressed to a modern industrial nation from a basically agrarian society. A resource speaker who has lived in Japan can come and talk in detail about the modern developments.

Students can bring objects from home that have been made in Japan and a poster-collage may be made illustrating many products sold in America that are manufactured in Japan.

To culminate all that the students have learned, have them prepare a newspaper written as though it was edited in Japan complete with editorials, letters to the editor, cartoons, crossword puzzles, fashion articles, advertisements, recipes, news articles, and sports articles.

A field trip to the local newspaper prepares the students for the preparation of their newspaper.

OBSERVATIONS

Students will learn with a hands-on experience all the behind-the-scenes work necessary to publish a newspaper. They also will develop the concept of working together. Finally, some critical thinking will be developed as students transfer the facts learned about Japan into newspaper articles.

CAREER TRAIN

SUBMITTED BY

Wanda Black, Sixth Grade Social Studies, Central Elementary School,
Magnolia Public Schools

PURPOSE

The students will develop good work attitudes among their school mates and teachers and see the connection between those attitudes and the positive attitudes necessary for occupational success. The students will learn some basic vocabulary preparatory to the study of careers.

MATERIALS

Art materials such as felt-tip markers, pens, pencils, construction paper, poster board, scissors, and paste.

Eyegate filmstrip/cassette series, Me, Myself, and I.
Silver Burdette, Making Music Your Own, Level 6.

LESSON CAPSULE

Have the students discuss positive attitudes needed now and for the future. Using the tune to "This Train Is Bound for Glory",teach the students the following Career Train Song:

Refrain: Career Train is bound for tomorrow, this train
Career Train is bound for tomorrow, this train
Career Train is bound for tomorrow,
If you ride it you must be early, this train

Verse 1. This train don't carry no slackers, this train
Don't carry nothing but the working people, this train.
Verse 2. This train don't carry no cheaters, this train
Don't carry nothing but the honest people, this train.
Verse 3: This train don't carry no sickly, this train
Don't carry nothing but the healthy people, this train.
Verse 4: This train don't carry bad attitudes, this train
Don't carry nothing but good attitudes, this train.

Make a train for the bulletin board labeling the cars with desirable work attitudes.

Have the students make booklets analyzing themselves and including an essay entitled, "The Person I Want to Be." Use the filmstrip series to initiate this activity.

OBSERVATIONS

The students will have a clearer understanding of themselves and of some of the positive characteristics which they can develop. They will learn that success in the world of work is largely dependent upon good work attitudes developed during school years.

OCCUPATIONAL RELEVANCY

SUBMITTED BY:

Betty Brown, Sixth Grade, Northside Elementary, Rogers, Arkansas

PURPOSE

The child will have a practical knowledge of different occupations and educational requirements as related to his immediate locality.

MATERIALS

Resource people
Occupational books
magazines and newspapers

LESSON CAPSULE

Have class bring pictures depicting different occupations that they might like to be to put on the bulletin board.

Research various jobs through books and by talking to people in the community.

Find out the education and training required.

Compare salary with skill as related to job satisfaction and happiness.

Find out about availability of occupation in the surrounding area and compare ecological and financial advantages and disadvantages to a large city.

Report to class in finding.

Some children enjoy dressing appropriately and role playing their chosen career as a means of reporting.

OBSERVATION

Resource people can be brought to classroom or tapes of interview could be played.

FIX THAT FLAT

SUBMITTED BY

Jean Thomason, Special Education, Third and Fourth Grade Level, East Side Elementary School, Magnolia Public Schools

PURPOSE

To learn how to service a car and how to work as a service station attendant. Also, to show that there is honor and dignity to all types of occupations.

MATERIALS

A large picture of a service station, books on the service station and auto mechanic, tape recorder for children to tell what they saw and what they did at the station, art paper and paint or crayons to draw pictures of what they saw, wood blocks and wheels for building a simple car.

LESSON CAPSULE

We displayed a large picture of a service station and the auto mechanic and talked about what we might see at a service station.

We took a study trip to a service station where the attendant let the boys help him service a car as he explained the necessary steps. Then the boys came back to the classroom and explained what they had done.

The students made up an experience chart of the trip. They drew pictures and made tapes of the trip. They made toy cars out of wood blocks that they got from a new church that was begin built across the street. The wheels were made from the round holes that were cut out of the bird houses made last year.

OBSERVATIONS

Some of the boys showed a great deal of interest and aptitude toward this type of work. It was a valuable experience for the boys to be able to do a hands-on activity with success.

SACK AND STACK

SUBMITTED BY

Jean Thomason, Special Education, Third and Fourth Grade Level, East Side Elementary School, Magnolia Public Schools

PURPOSE

To learn how to count money and make change. To learn how to sack groceries. To make wise selections and know where to put the groceries away in the kitchen.

MATERIALS

The children gathered milk cartons, cracker boxes, egg cartons, cans opened at the bottom, and other empty grocery containers.

Real coins and play paper bills, paper sacks, cash register or box for the money.

LESSON CAPSULE

We made one corner of the classroom to resemble a grocery store. The students brought various boxes, cartons, cans and other items from home to use as groceries. If we couldn't find an item we needed, the students fixed a label for one.

Each day we placed the grocery items on a counter. We would choose one child to be the "grocery man" and one to be the "sacker". Then we would distribute the money to the class. Each child in turn went to the store, chose two or three items, paid for them and took them to the kitchen area where he put each item in its proper place.

OBSERVATIONS

Real coins must be used since play money does not teach EMR students to recognize real money. This activity not only taught the student the value of money but also the duties of a grocery store clerk and a sacker. They also practiced putting things in their proper place.

A study trip to a supermarket made the worker more real and the students saw jobs they may later fill through a work-study program.

TELEPHONE TALK

SUBMITTED BY

Jean Thomason, Special Education, Third and Fourth Grade Level, East Side Elementary School, Magnolia Public Schools

PURPOSE

To learn how to dial a telephone number, to answer the phone, to carry on a conversation, to take down a telephone number accurately, and to relay a message.

MATERIALS

Two telephones from the telephone company which may be obtained upon request.

LESSON CAPSULE

Discuss the use of the telephone for personal calls and for business calls. List the steps (1) in answering the telephone, (2) in taking down a telephone number, and (3) in relaying a message. Role play each situation.

Select two children at a time to talk on the phones. One initiates the call after deciding what he is calling for. He must dial the number correctly. The child at the other end of the line must answer correctly and take down any message he is to deliver. He must take down telephone numbers accurately.

OBSERVATIONS

Being able to take accurate telephone messages will be an asset at home as well as at work later.

NEW FRIENDS: OUR WORKERS AT SCHOOL

SUBMITTED BY:

Irma Mathys, Special Education Primary Class for Educable Mentally Retarded, Nelson Wilks Elementary School, Mountain Home

PURPOSE

The children will be getting acquainted with the school personnel, but they will also be learning about different jobs that people have to earn a living. (We must be realistic as to the jobs these children will qualify for later in life, but it is important that they realize what is involved in the various occupations.)

MATERIALS

Magazines for cutting out pictures and drawing paper. Very few materials will be needed as we will be going to the working area of the school where our new friends are doing their various jobs.

LESSON CAPSULE

As we tour the school at the beginning of the new school year, we will see the cooks in the kitchen, the nurse in the sick room, the librarian in the library, the principal and the secretary in the office, etc. We will invite each new friend to come to our classroom to tell us more about his work. Later we will re-visit his job area.

Chart stories will be written about each worker. Pictures will be drawn about each worker at his work. Magazine pictures will be collected and pictures will be drawn about tools and materials needed to complete each job.

Games and activities as suggested in the Elementary Guide for Career Education could be correlated with this unit.

OBSERVATION

The retarded children will not be able to qualify for most of these jobs, but they may be able to act as helpers. Right now they can help the janitor by not being a litterbug. They can help the librarian by taking good care of the books. They can help the school nurse by remembering safety rules on the playground and by following good health rules she has told us about.

This unit could include other workers who help our school such as the bus drivers, the administration, etc.

MOP AND GLOW

SUBMITTED BY

Jean Thomason, Special Education, Third and Fourth Grade Level, East Side Elementary School, Magnolia Public Schools

PURPOSE

To learn to make beds, sweep floors, clean bathrooms, polish furniture, and clean mirrors and windows, and to do many other things involved in cleaning a motel room or cleaning a house.

MATERIALS

Soap, rags, broom, mop, vinegar, and other cleaning materials. Bed, sheets, pillow, pillow case, bedspread.

LESSON CAPSULE

We read books, looked at pictures, and talked about a motel and what the rooms might have in them.

We made a study trip to the motel, where the manager showed us through all the facilities and several of the rooms. He explained to the girls what has to be done in cleaning each room, and we watched some of the cleaning ladies work. They showed us the appliances they use, including a sheet folding machine.

Back in the classroom we made an experience chart and explained the trip to the other members of the class, making a tape recording as we talked.

We got a day bed for our room with sheets, pillow cases, pillow, and bedspread. Each child practiced making up the bed. We got play kitchen equipment: sink, stove, refrigerator, cabinet, and hotplate. We practiced kitchen work and cleaning. We cleaned up our room often during the year.

OBSERVATIONS

The girls enjoy cleaning up the room, and some are very good housekeepers. They learned that there are responsibilities that must be done routinely as well as occasionally.

They learned that people can earn a living by keeping house and cleaning outside their own homes.

WE SEW OUR THING

SUBMITTED BY

Mae Fern Harris, Upper Elementary Special Education, Central Elementary School, Magnolia Public Schools

PURPOSE

To give the students hands-on experience in an occupation they could become skilled in later in their life. To perform a service for the kindergarten children by supplying them with aids to help teach them how to button a garment or zip a jacket.

MATERIALS

Large pieces of material, buttons, zippers, thread, scissors, patterns, an electric sewing maching.

LESSON CAPSULE

This activity was begun by carefully explaining the various parts of the sewing maching. Then the students learned how to properly thread the machine by practicing many times. The students practiced their sewing skills by making "ditty" bags to hold their school materials and pillow cases for throw pillows.

The students sewed on buttons and put in zippers on shirt forms for the kindergarten to use in teaching the children to button and zip their clothing.

A study trip to a garment manufacturing industry was made by the class to see the number and kinds of workers. At this time they were given some large pieces of quilted material. The students used this material to make jackets, vests, and long pants.

A display of their garments and other items was prepared, and an oral explanation was planned and presented to visitors.

OBSERVATION

Through these activities, the students seemed to develop a better sense of responsibility. They took much pride in making their article a little better than someone else. The successful accomplishment of the sewing tasks seemed to carry over into their basic curriculum activities.

WE ARE BOLD ENOUGH TO SELL!

SUBMITTED BY

Mae Fern Harris, Upper Elementary Special Education, Central Elementary School, Magnolia Public Schools

PURPOSE

To teach the EMR student the real value of money and the responsibility of handling it. To supply a service that is needed and used by many students. To provide hands-on experience.

MATERIALS

Pencils, paper, ice cream, soft drinks, change, refrigerator, freezer, change box.

LESSON CAPSULE

The school principal and the special education teacher agreed that the EMR class could have the responsibility of selling school supplies, ice cream, and soft drinks.

A refrigerator and freezer were placed in a section of the classroom. A slogan over the store area read "We Are BOLD Enough to Sell" using a Bold detergent box for a three-dimensional effect.

The students and the teacher discussed the possibility of running the school store. They made a list of the duties and skills required of a storekeeper, including the importance of hygiene in store operation. One of the built-in goals included making change for a quarter.

Students role-played making purchases using real money and empty boxes and cans for various foods. After a few students could make change for a quarter, they set up a rotation list of workers and allowed only those who could make change be salesmen.

OBSERVATION

The students become quite proficient in money handling. They also learn the other requirements for working in a store. The regular students learn to appreciate the students in the EMR class as individuals of dignity and worth.

JOB NICKNAMES

SUBMITTED BY:

Enid Emmons, Special Education, Nelson-Wilks Intermediate School, Mountain Home

PURPOSE

An introductory lesson in the development of career awareness to acquaint the pupils with the variety of job opportunities.

MATERIALS

1. Individual list of job nicknames.
2. Pictures to represent a variety of occupations found by the children and teacher.
3. Overhead projector or opaque projector.
4. Paper for mural.
5. Pencils, brushes and tempora paint.

LESSON CAPSULE

After providing each child with the following list of job nicknames, help the class to identify each with the job to which it pertains. Then find pictures to represent as many jobs as possible. With the use of a projector, enlarge the pictures to a uniform size suitable to display as a mural. Paint the representative pictures and label each with the appropriate nickname.

List of Nicknames:

1. Sky Pilot (Preacher)
2. Sawbones (Doctor)
3. Roustabout (Circus Laborer)
4. Sandhog (Underground Laborer)
5. Waddie or Cow Puncher (Cowboy)
6. Mule Skinner (Driver of mule team)
7. Schoolmarm (School Teacher)
8. Hard Hats (Construction Workers)
9. Cop (Policeman)
10. Smoke Eater (Fireman)
11. Grease Monkey (Mechanic)
12. Cabbie (Taxi Driver)
13. Monkey-on-a-Stick (Lineman)
14. Gandy Dancer (Railroad Track Worker)
15. Jet Jockey (Jet Plane Pilot)
16. Fly Boy (Aircraft Pilot)
17. Florence Nightingale (Nurse)
18. Pill Roller (Pharmacist)
19. Hash Slinger (Waitress)
20. Hogger (Railroad Engineer)

OBSERVATION

A very stimulating activity.

WHAT WOULD YOU DO IF____?

SUBMITTED BY

Dorothy McKinnon, Reading Supervisor, East Side Elementary School, Magnolia Public Schools

PURPOSE

To examine old values and establish desirable values.

MATERIALS

Filmstrips on situations which raise ethical questions such as the Guidance Associates series First Things...
These include "The Trouble With Truth", "You Got Mad - Are You Glad", "But It Isn't Yours" and "Who's in a Crowd".

LESSON CAPSULE

The filmstrip is introduced and shown to the class. These films end with an open-end question for discussion. The class could discuss several possible solutions and decide on the best ones.

The members of the class role play the situation and solution. They may draw pictures for display or disign a bulletin board for their room or for the hallway emphasizing value or values.

OBSERVATIONS

After each film, each of several children thought that he had the only solution to the problem and seemed surprised that other children differed with his point of view. Usually, after much discussion, a mutually agreeable solution was reached.

CAREER AWARENESS ACROSTIC

SUBMITTED BY:

Martha Wyre, Counselor, Central Elementary School, Magnolia Public Schools

PURPOSE

To encourage creative thinking in the students and also to develop some of the vocabulary necessary for beginning a Career Awareness program.

MATERIALS

Art materials such as construction paper, wire, staples, scissors.

LESSON CAPSULE

Begin the lesson by having CAREER AWARENESS printed on the chalkboard in large capital letters. Discuss the various meanings or implications these words have for the students.

Have students think of words which might be formed vertically that are connected or directly related to careers using the horizontal letters as the beginning letters. The following acrostic was developed:

C	A	R	E	E	R		A	W	A	R	E	N	E	S	S
o	t	e	n	d	e		b	o	c	e	x	e	n	a	u
u	t	s	v	u	f		i	r	c	q	p	e	j	t	c
n	i	o	i	c	e		l	k	e	u	e	d	o	i	e
s	t	u	r	a	r		i	m	p	i	r		y	s	s
e	u	r	o	t	e		t	a	t	r	i		m	f	s
l	d	c	n	i	n		y	n	a	e	e		e	a	
i	e	e	m	o	c			s	b	m	n		n	c	
n	s	s	e	n	e			h	i	e	c		t	t	
g			n		s			i	l	n	e			i	
			t					p	i	t				o	
									t	s				n	
									y						

The students should be able to make at least one oral sentence about the relationship of each word to the study of careers.

A mobile to hang in the room may then be constructed by making the letters in CAREER AWARENESS of one color of construction paper and the other letters another color. The letters may be stapled together and strung on a thin wire for a mobile effect.

OBSERVATION

The students will develop the vocabulary necessary for beginning a study of careers and become conscious of the many daily things which constitute career education. They will develop creative thinking and some sequencing skillls as a result of the ordering of the words.

I WANT TO BE A CAREER TREE

SUBMITTED BY:

Clara Humphrey, Elementary Librarian, Northside School, Rogers, Arkansas

PURPOSE

To acquaint the pupils using the library with the many books available on careers.

MATERIALS

A tree about 5 or 6 feet tall which has numerous long branches. It may be spray painted or remain in natural wood. Colorful construction paper for making book jackets. Paper clips twisted in S shape for hanging the jackets to the branches.

LESSON PLAN

Have the class, either the 2nd or 3rd grade students, to read and share books written about different careers.

Read aloud to them discussing the job responsibilities. After sharing each student may illustrate a book jacket on colored construction paper and clip to the tree. As the student pins the jacket to the tree he pantomines the job illustrated. The others may then guess his desired career.

Many books may be used in this activity. The Carla Green, "I want to be" series; C. B. Colby series.

OBSERVATIONS

The colorful book jackets serve as good promotion for books available to all students using the library and made them circulate more.

WHAT DO YOU WANT TO BE?

SUBMITTED BY:

Peggy Seay, Librarian, Nelson Wilks Primary School
Beth Borne, Student Aide, Mountain Home High School

PURPOSE

To encourage children to give thought now of the occupation they might choose later.

MATERIALS

Large cardboard boxes, colored tempera paint, brushes.

LESSON CAPSULE

Using the large sheets of cardboard make life-sized boys and girls. Cut them from the cardboard and paint the features and dress with tempera paint. In this case we tried to give the impression that they were in deep thought trying to make a decision.

On a table between the children we placed the I Want To Be books. The caption over the table asks the question "What do you want to be?"

OBSERVATION

We noticed the children, when given the choice, always wanted to choose a book off the table instead of going to the shelves where the same titles were located.

PLAY FOR PAY

SUBMITTED BY

Wesley Huddleston, Coach and Physical Education Teacher of 7th and 8th grades, Yerger Junior High.

PURPOSE

The student will be able to better understand the careers available in different sports fields, and the preparation and work needed to be successful in each.

MATERIALS

A collection of equipment used in each of the following different professional sports: baseball, football, basketball, ice hockey, boxing, soccer, tennis and golf.

LESSON CAPSULE

Have the class first discuss all sports fields that a person might get paid for what we might consider "playing".

Assign each student in the class some sport or activity. Each student will then bring to class some article that is related to the assignment, Explain the use of the article, the requirements of that job or field, and name and tell about some prominent individual successful in that field. When all have finished, the class might like to discuss some of the occupations further.

OBSERVATIONS

The class can pursue the subject further by setting up displays of equipment associated with each occupation with pictures and/or articles about individuals prominent in that field.

THERE'S A PLACE FOR YOU IN SALES

SUBMITTED BY

Oda Williams and Elizabeth Cheatham, Seventh Grade English, Magnolia Junior High School, Magnolia Public Schools

PURPOSE

To create awareness of the many types of selling careers and the personal characteristics needed to be a salesman. To provide students practice in public speaking.

MATERIALS

Students were asked to bring objects to sell, for example, drapery or carpet samples, pictures of household appliances, an animal, etc.

Resource speakers: a retail sales clerk, a real estate salesman, an advertising salesman, a door-to-door salesman, an insurance salesman, and a ticket agent.

Filmstrips on sales - related occupations.

LESSON CAPSULE

Discuss with students the different types of sales jobs. Have a retail sales clerk, a real estate salesman, an advertising salesman, a door-to-door salesman, an insurance salesman, and a ticket salesman talk to students about careers in selling.

Let students decide on a product that they would like to sell. Give them enough time and information about sales work to discover the many items that can be sold. Students should be given information on the personal characteristics necessary for a salesman.

Ask students to prepare a sales talk using visual aids. To do this, students should visit different stores and get sample items; for example, carpet samples, information about a particular car, brochures on a line of insurance, etc. Students should learn enough about the product to be able to sell it. Finally, students should present the sales talk to the class using whatever demonstration materials are appropriate.

OBSERVATIONS

Students had an excellent opportunity to speak in front of the class in an informal manner. They had practice in using correct grammar and had an opportunity to see how important proper grammar is to selling. They became more familiar with businesses in their community and learned about the products they were selling.

WHAT'S MY LINE

SUBMITTED BY

Mary Harsh, Seventh Grade Social Studies, Magnolia Junior High School, Magnolia Public Schools

PURPOSE

To make students aware of different activities involved in different jobs.

MATERIALS

Slips of paper with an occupation on each.

LESSON CAPSULE

This game is played like Charades. Divide the class into two groups. Tell the students that they are to pantomime the activities of certain workers. Ahead of time the teacher should prepare slips of paper with an occupation on each of them.

Let a student from Group I draw a slip of paper and pantomime the activities of the occupation. Give other members of Group I an allotted time to guess what occupation he is acting out. If the group guesses in the allotted time, it gets one point. Then a student from Group II picks a slip and pantomimes the occupation for his group to guess.

This goes on until each student has pantomimed an occupation and the group with the most points wins.

OBSERVATIONS

The students enjoyed this activity and became aware of activities involved in certain jobs.

BRINGING ACTUALITY INTO THE CLASSROOM

SUBMITTED BY

Nancy Langley, Seventh Grade Math, Magnolia Junior High School,
Magnolia Public Schools

PURPOSE

To acquaint students with different types of business machines, their operation, and their purpose in the business world.

To provide hands-on experience with some business machines.

MATERIALS

Adding machine, cash register, calculator, play money, checks and deposit slips.

Filmstrips - "Working With Business Machines"
"Bank Tellers"
"Overview of Bank Jobs"

LESSON CAPSULE

Plan a study trip to a bank to see the different jobs available in banking and the machines used in banking.

Have students role play being a bank teller and customers. Have students cash checks and make deposits. Students should make out checks and deposit slips before taking them to the teller. The teller will use the adding machine to add amounts on deposit slips.

Have a student act as a clerk in a grocery store. Let other students purchase items at the store and pay the clerk who must total the sale and put money in the cash drawer.

Show students all of the operations a calculator can perform, and discuss with students how it is used in business.

OBSERVATIONS

Students learned to operate the machines used in business and learned how they are of value to clerks, cashiers and bank tellers.

CAREER INFORMATION UNLIMITED

SUBMITTED BY

Oda Williams, Seventh Grade English, Magnolia Junior High School, Magnolia Public Schools

PURPOSE

To help students understand why people work. To study on a job in which they are interested.

MATERIALS

Notebooks, old ma, :ines and newspapers, career information.

LESSON CAPSULE

Have each student write a series of paragraphs about why people work, why he is interested in the job he has chosen, what skills are needed for the job, how they are used, and what rewards are associated with the occupation.

Have students find magazine and newspaper articles and want-ads pertaining to his job. Have him make a list of books, films, articles and biographies related to the job. Have student make drawings and cartoons related to the job.

Include in a notebook all of this information and copies of thank-you letters to people who helped in this project, copies of letters he has written for information, a write-up of interviews, pictures of goods produced or services rendered, and a list of sources used in preparing the notebooks.

OBSERVATIONS

This activity helped students to find out how much career information is available to them if they know where to look for it. It gave them a chance to meet people and establish new friends who have the same interests. They also learned facts about careers they are considering.

HEALTH CAREERS SUMMARY GAME

SUBMITTED BY

Elizabeth Tye, Seventh Grade Science, Magnolia Junior High School,
Magnolia Public Schools

PURPOSE

To review health careers discussed in previous lessons in an enjoyable way.

MATERIALS

Game sheet and key

LESSON CAPSULE

HEALTH CAREERS GAME

Find the names of occupations that we have studied during this six weeks. The words will be found vertically, horizontally, and diagonally.

ANETHESIOLOGISTDUAMMNXYOAT
PEDIATRICIANBCDEXRMNLGMLSO
AUDCVETERINARIANGYONOECIOL
ORNEPSYCHIATRISTIUROLOGIST
OOPTHALMOLOGISTIPTOMOOALMO
FLIGHTSURGEONLOSCTGILGSTPE
POULTRYFIELDMANTADIOATIRIC
OGYNECOLOGISTIAMNPISYCHSIA
DIORTHODONTISTRISDTNUROLTO
ISOPTOMETRISTEGARISTTEDNTI
ATSTORTKODOSDTIASLIVEETEVI
TNARGENERALPRACTITIONERIAN
RROBSTETRICIANADIAUDIOCNHI
IRPALNICIPHEARINGCLINICIAN
SAUDIOLOGISTCHIROPRACTORPM
TPVGGFACDFOTULARYNGOLISTPN

KEY TO GAME

1. Anesthesiologist
2. Neurologist
3. Opthalmologist
4. Dentist
5. Urologist
6. Cardiologist
7. General Practitioner
8. Flight Surgeon
9. Dermatology
10. Gynecologist
11. Intern
12. Pediatrician
13. Obstetrician
14. Veterinarian
15. Psychiatrist
16. Poultry-field Man
17. Optometrist
18. Orthodontist
19. Podiatrist
20. Hearing Clinician
21. Otularyngolist
22. Audiologist
23. Chiropractor

OBSERVATIONS

This activity gives students an enjoyable way to review health careers and increase familiarity with medical terms.

CAREERS TODAY AND YESTERDAY IN THE PAPER INDUSTRY

SUBMITTED BY:

Lorraine Perry, 8th grade American History teacher, Mountain Home Junior High School

PURPOSE

To familiarize the students with the range of jobs within the paper industry, to contrast the industry today with colony days and to show students how paper is made.

MATERIALS

Library books, films, wrote to paper companies for information, samples of different kinds of paper, different items made from paper.

LESSON CAPSULE

The paper industry is introduced and discussed as it existed during colonial times. Then the students research the various aspects - forestry, paper mills, etc., - and construct miniature paper mills; trace through drawings on the blackboard, from the forest to the finished product; and list all jobs involved in paper production. (This past year 70 jobs were listed.)

The final part is a paper mill employee demonstrating the process of making paper.

OBSERVATION

We do the same thing with glass, transportation, cotton, and while students learn about the products, they also become aware of the numerous jobs involved in the production of these products. The students react and become involved while learning.

CAREERS IN AMERICAN INDUSTRY

SUBMITTED BY:

G. Cook, 8th Grade American History Teacher, Hope

PURPOSE

The student will see the development of American industry to the present day and identify the broad range of careers available.

MATERIALS

A collection of filmstrips and tapes on the development of American industry and posters showing careers in industry.

LESSON CAPSULE

Filmstrips and tapes will be used to show the development of American industry to the present day. Posters will then be displayed to show the types of careers now available in industry with class discussion on each career.

Students will be asked to choose one career of their interest and write a one page summary of: (a) Why I chose this career, (b) advantages of this career (c) disadvantages of this career.

OBSERVATIONS

This could be expanded to outside visits to industry and speakers coming to the classroom representing the various careers studied. Students will keep a notebook of careers in industry with the following outline.

(a) Picture representing a career
(b) Requirements for the career
(c) Advantages of this career
(d) Disadvantages of this career

WHAT EDUCATION HAS MEANT TO THIS COUNTRY

SUBMITTED BY

Estelle Parham, Alice Parker, and Richard Dennis, Eighth Grade History,
Magnolia Junior High School, Magnolia Public Schools

PURPOSE

To emphasize how important education is and what influence education has had on the country.

MATERIALS

Art materials to make posters or drawings.
Newspapers and magazines.

LESSON CAPSULE

Discuss the development of the public school system in the United States and the reason for the citizens' desire to provide education for its youth.

Discuss the use of cartoons in newspapers to emphasize current news items. Point out the important features of a cartoon which help to convey its message.

Ask students to make cartoon drawings or posters depicting how important education is. The cartoon should depict the importance of education in a country's growth, its importance in a person's growth, or a trend in education.

OBSERVATIONS

Students must read and research to find ideas for their posters.

This activity helps them become aware of the importance of education.

CAREERS IN MATHEMATICS

SUBMITTED BY:

John Burgess, 8th Grade Math Teacher, Hope

PURPOSE

To make students aware of careers in mathematics or that require a major background in mathematics.

MATERIALS

A collection of posters showing the various occupations that require mathematics. Resource books and tapes of math careers will be needed.

LESSON CAPSULE

Posters showing the various occupations requiring a major in mathematics will be placed around the room. When time is available at the end of a period, a class discussion will be conducted on a selected career. Lead questions for discussions and research in library are: How much math is required? What type of math? Opportunity for advancement? Working conditions?

OBSERVATIONS

The posters could be used as a basis to study contributions already made by mathematicians in the particular field of work. Oral or written reports on great mathematicians could be given using the following outline:

I Background of Mathematician

II A Major Mathematical Achievement

III Interesting Incident in Mathematician's Life

IV Other Comments

DESIGN-A-ROOM

SUBMITTED BY

Loretta White, Eighth Grade Homemaking, Magnolia Junior High School, Magnolia Public Schools

PURPOSE

To give students practical experience in interior design. To give students an opportunity to express themselves in a creative manner. To provide hands-on experience in several occupations.

MATERIALS

Boxes, scraps of fabric, other scrap materials

LESSON CAPSULE

In conjunction with a unit on interior design, tell students to make and furnish a model bedroom and completely decorate it using scraps of fabric and other scraps of materials available.

Along with this project students made notebooks of samples of fabric, carpet and other materials used in interior design.

The models were placed on display and judged by a panel of teachers. Prizes were awarded to the first six places.

OBSERVATIONS

Students had some hands-on experience in the field of interior decorating. They received recognition for their work and their creativity.

IT PAYS TO LISTEN

SUBMITTED BY:

Jim Woodruff, 8th Grade Social Studies, Rogers Middle School

PURPOSE

This should give your students a helpful idea behind various jobs. It will show students the jobs in your area and give valuable information on each one.

MATERIALS

A small inexpensive cassette tape recorder and an interview sheet (which you may construct depending on the information you want).

LESSON CAPSULE

Have different members of the class pick a job that they have an interest in. It may be something that they would like to be or maybe just an occupation they found interesting.

After they have picked a career, have the student go to a local store and purchase a cassette tape cartridge (Approx. $1.00). Then give each student an interview sheet. Have the students with interest in local jobs use the cassette player first. They can have their interviews done in a day or so. The remaining weeks might be used to send the cartridge to people in other fields. Athletics, movies, military personnel, are just a few areas. Usually, another cassette player will be available to them and all the students has to do is send the tape and information sheet to them. More often than not they will answer the questions. This really brings out the interest!

Questions that might be asked could include salary, training, what the employee likes about his job, what he dislikes, benefits, etc.

OBSERVATIONS

These tapes may be labeled and kept in a file for a handy and quick reference on jobs. The interview sheet should be constructed carefully so the students will get as much information as possible, without taking up too much interview time.

HOW I USE MATH IN MY CAREER

SUBMITTED BY

Chester Bullock, Eighth Grade Mathematics, Magnolia Junior High School, Magnolia Public Schools

PURPOSE

To develop the process of decision making. To show the value of selected course curriculum by requiring students to research a topic and then relate it to what they have learned about the mathematical processes.

MATERIALS

Filmstrip/cassettes: "People Who Organize Facts" Guidance Associates
"Data Processing Clerk" Eye Gate
"Decoder Machine Operators" Bowmar
Occupational Outlook Briefs

LESSON CAPSULE

Discuss with the class some of the many math-related occupations available, pointing out the relationship between curriculum and job requirements. Discuss persons who must organize mathematical data in their occupations. Use the filmstrip to prepare the class for the visit of a meter reader as a resource speaker.

Show the other filmstrip, and make a study trip to a computer center or have a computer programmer come as a resource speaker. Invite a mathematician and an engineer to come as resource speakers, emphasizing the particular math skills required in their occupations. Before each speaker comes, work with the students to assure that they have some good questions to ask.

Finally, have students select a career they want to know more about and research this occupation.

A report is written from the viewpoint of a person already in the occupation and is titled, "How I Use Math in my Career".

OBSERVATIONS

Students will become more aware of the many jobs not previously thought to be math-oriented as well as gaining an in-depth knowledge of occupations requiring great skill in math. The math curriculum will have more meaning to them in terms of why they need the skills which are offered.

WHAT IT'S LIKE TO BE THE TEACHER

SUBMITTED BY

Estelle Parham, Eighth Grade History, Magnolia Junior High School,
Magnolia Public Schools

PURPOSE

To give students a view of all levels of teaching. To reveal the similarities and differences of various types of teaching.

MATERIALS

Cassette recorders and players
Materials to make notes on interviews

LESSON CAPSULE

As an activity in the study of the occupational cluster of education, the eighth grade social studies students looked specifically at the classroom teacher.

Each student was asked to interview a teacher from one of these areas: kindergarten, elementary, intermediate, junior high, high school, vocational school, and college.

After the interviews, students were put into panel groups with one student representing each area. Each group worked up a discussion and presented it to the class explaining educational requirements for each level, advantages and disadvantages, nature of the work, personal qualifications, and similarities and differences in the various areas.

OBSERVATIONS

Students had experience in interviewing and in speaking in front of a group. They also gained an insight into what it is like to be on the other side of the desk.

SHAKESPEARE IN ACTION

SUBMITTED BY

Lois Dudney, Ninth Grade English, Magnolia Junior High School,
Magnolia Public Schools

PURPOSE

To acquaint students with Shakespearean drama and to interest them in the occupations surrounding this art form, such as stage design, costume design, etc.

MATERIALS

Art materials such as paint, poster board, felt marking pens, etc. Wood scraps, blasa wood, dowels, material for costumes, etc.

LESSON CAPSULE

Begin a class discussion with a biographical sketch of Shakespeare. Then have the students read "Romeo and Juliet" and discuss it - perhaps role playing some of the memorable scenes.

Let the students choose some way of learning more about presenting a drama by doing research into such occupations as costume designer, set designer, theater architect, etc. After they have researched their chosen topic, have them decide upon a project to illustrate what they have learned.

The results might include the designs for a model Shakespearean theater, the building of a model theater, portraits of the main characters in the play wearing costume designs, miniature costumes, puppets, and drawings.

Have a festival day to display all of the projects.

OBSERVATIONS

Through these concrete and creative experiences students will gain a deeper insight into play production as well as learn about the style of Shakespearean drama. Also they will learn more about some of the occupations available in the field of drama which may be useful either as a vocational or a vocational choice for the future.

TEACHING "VALUES"

SUBMITTED BY:

Jo Ann Roden, 9th grade English, Mountain Home Junior High School

PURPOSE

To understand that the word gentleman is not defined in terms of college degrees, salary, social status, position or rank.

MATERIALS

A book or short story in which a character engaged in an occupation often thought of as inferior or degrading is depicted as a person of integrity with justifiable pride in his work.

LESSON CAPSULE

Have students read book. (For example, Great Expectations). Define gentleman. Discuss false conceptions of the word. Have students write a character sketch of the character who is a gentleman, including what effect being a gentleman has on the quality of one's work. This character could be contrasted with a character who has all the outward appearances of a gentleman (dress, manners, and position) but is inferior in character and non-productive work.

OBSERVATION

There are a number of ways this basic concept could be used. It could be adapted to plays, poems, panel discussions or role playing. A highly respected tradesman could be invited to class as guest speaker. Students could be asked to write a composition on the person they most admire and indicate whether or not the occupation of this person determined their choice.

DO YOU KNOW YOUR CITY OFFICIALS?

SUBMITTED BY

Estelle Parham, Ninth Grade Civics, Magnolia Junior High School,
Magnolia Public Schools

PURPOSE

To give students an opportunity to know their city officials and find our about jobs in city government.

MATERIALS

Cassette recorders and players.
Materials for taking notes from interviews.

LESSON CAPSULE

Divide the class in six groups and assign groups an official in the city government to interview. Help students make appointments for interviews with the mayor, municipal judge, city treasurer, city clerk, chief of police, and chief of the fire department. Help students decide what information they will need to get from the official.

Each group selects its chairman. After all of the groups have completed their interviews, the chairmen of the groups form a panel to present a discussion to the class giving aspects of the six occupations in city government.

OBSERVATIONS

The students had the opportunity to see what city government is all about. They also had the opportunity to see that these positions are actually jobs and not just a political office.

This activity was also used with county government officials during the study of county government.

WHAT I WANT TO BE

SUBMITTED BY

Estelle Parham, Alice Parker, and Richard Dennis, Ninth Grade Civics, Magnolia Junior High School, Magnolia Public Schools

PURPOSE

To give the student an opportunity to make a thorough study of a career he thinks he might be considering.

MATERIALS

Notebooks, resource people, old magazines
Occupational Outlook Handbook
Occupational Information file

LESSON CAPSULE

Have students select a career that they would like to write about. Tell students to prepare a report containing the following information.

I. Name of Chosen Career
II. Table of Contents
III. Why I Should Have a Vocation
IV. Advantages of Deciding on a Vocation Early
V. History of _____(career)
VI. Nature of the Work
VII. Conditions of Work
VIII. Personal Qualities Needed
IX. Preparation Needed
X. Opportunities for Advancement
XI. Compensation
XII. Advantages and Disadvantages
XIII. Interview a Person in the Field or Report on a Book in the Field
XIV. Miscellaneous (pictures, poems, and important facts)

OBSERVATIONS

Students became very involved in this project, for they seemed to feel it was useful to them. In the interviews they gained information and met new people. Some even got part-time jobs that will help them find out if they would really like the career they have chosen.

A PENNY SAVED IS A PENNY EARNED

SUBMITTED BY

Jimmie Inez Clark, Ninth Grade Math, Magnolia Junior High School,
Magnolia Public Schools

PURPOSE

To make students aware of comparative buying and how careful shopping can save you money.

MATERIALS

Study trips to grocery stores

LESSON CAPSULE

The first day have students as a class make out a grocery list, including sizes and amounts. Make sure that the list contains items needed for the actual management of a household.

The second day divide the students into four groups. In groups take students to a grocery store to price the items on the list. Students should be told to write down the brand name and price for the product that they feel is the best buy. For example, the item might be a 12 oz. can of corn for 27¢ or a 12 oz. can of corn priced at 2 cans for 50¢. The student must make a decision as to which is the better buy.

The third day the groups should get a total of what the groceries will cost and the group of students that is able to buy the groceries for the smallest amount is the winner.

OBSERVATIONS

Students learned to compare prices in respect to size and quality of the product. They had practical experiences in grocery shopping.

A STUDY WITHIN A CLUSTER OF JOBS

SUBMITTED BY:

Martha Hurst, 9th grade Civics, Mountain Home Junior High School

PURPOSE

To learn more about a particular vocation.

MATERIALS

Library books on occupations, Desk Top Career Kit, Occupational Outlook Kit. Students also used the County Library, magazines, and any other sources they could find something about the particular vocation they were writing about.

LESSON CAPSULE

An outline was given to the students for them to follow in doing their individual research papers. The research paper was to include a title page, autobiography, why they selected the particular career, advantages and disadvantages of the job, opportunities for advancement, salaries, requirement for the job, an interview with someone in their particular field, and charts and pictures. The length of time for this project was nine weeks.

OBSERVATION

The students enjoyed this project because they got to choose and do the unit of work themselves. Their research papers were well done and most of the students did the interview. It is planned to keep this unit on vocations a part of Civics each year. The teacher, as well as students, felt that the project was worthwhile.

WHAT WILL YOU DO WITH YOUR PAYCHECK?

SUBMITTED BY

Jimmie Clark, Ninth Grade Math, Magnolia Junior High School, Magnolia Public Schools

PURPOSE

To give students experience managing their own paycheck, writing checks and deposit slips, and keeping accurate records.

MATERIALS

Checks, deposit slips, record-keeping sheet.

LESSON CAPSULE

After students are given their paychecks of $125 each week, they are asked to make deductions for income tax and Social Security. They should plan a budget leaving a certain amount for the following items: housing, furniture, utilities, groceries, health insurance, automobile insurance, gasoline and car upkeep, clothing allowance, and emergencies. Students are asked to decide what they will do with any remaining money.

During this activity on certain days, students are given cards that causes changes in the financial situation. Some examples of these are "Your aunt died and willed you $100" and "Your child is very sick and will need $75 worth of medical treatment." Students must make decisions in these situations.

Students must make out deposit slips each week and write checks for money spent. They are asked to keep accurate records of all money transactions.

OBSERVATIONS

This activity could be done over the whole school year or in a shorter period. Students learned to write checks, make out deposit slips, and keep personal records. They also heard a talk from an insurance salesman on buying insurance and from a bank loan officer on the pros and cons of borrowing money.

CHANGES IN OCCUPATIONS

SUBMITTED BY:

Cathy Stevenson, sophomore English, Mountain Home High School

PURPOSE

To make students aware of changes in certain occupations over a certain period of time.

MATERIALS

Text - novel or short story sections. (I used the novel, Silas Marner)

Library resource material on occupations, encyclopedia, etc.

LESSON CAPSULE

Have students compare and/or contrast one occupation from the story per student. Use the regular research paper form.

OBSERVATION

Students enjoyed learning how the occupations had changed, some even to the name or entire occupation. They reacted favorably and worked very hard during the time allowed them in the library.

CAREER CLIPS

SUBMITTED BY:

Margaret Mason, English IV, Mountain Home High School

PURPOSE

The student will have a direct association with the variety of careers and job skills available in the community. At the same time he will gain practice in planning, organizing, and interviewing skills in communication that involve both aesthetic and sociological values.

MATERIALS

Required materials consist of small flash or movie cameras and film. Most students will have some type of camera. Film cost is defrayed by minimal contribution from students or school supply funds. Often development processes can be done by students in school darkroom facilities or with the help of a local photographer.

LESSON CAPSULE

Have students list various types of jobs and careers in the community. Assign small groups the responsibility for a specific type job. Under the direction of a group leader, the students then film or take snapshots of people at work in as many specific jobs within a type as possible.

The group must seek permission to film, interview the worker, and choose a method of presentation such as slides and script, bulletin board and captions, booklet, discussion groups, or creative writing project.

OBSERVATION

By beginning early in the year, this may become a term project. It brings school and community together, increases knowledge of job opportunity, and reinforces communication skills. Information might be added to a career center. Free films from company might be used for creative writing projects. Guest speakers representing job areas may be invited to the classroom.

ARE YOU AWARE OF YOUR OPPORTUNITIES? RESEARCH PAPER

SUBMITTED BY

Mary Roy Moses, 11th Grade English Teacher, Hope High School

PURPOSE

To acquaint students with researched facts concerning various careers incorporated with the instruction of the formal research paper.

MATERIALS

Campbell Research Style Sheet, the enclycopedia of Careers and Vocational Guidance Vol. I and II, library materials such as encyclopedias, magazines and newspapers.

LESSON CAPSULE

If possible, the unit will be introduced following the Career Inventor the counselors administer. The students then will be encouraged to talk with people involved in various careers before they decided which career they will research.

The study of Campbell's Style Sheet will be divided into three discussions: note taking, direct quotations and footnotes, and bibliography.

During the three week time period assigned for research and the writing of the paper, class time will be used when it is required.

OBSERVATIONS

Finished research papers will be placed on table or book shelf to allow students to investigate other career opportunities.

WORDS ARE TOOLS

SUBMITTED BY

Bonnie Routon, 11th Grade English Practice Teacher-Hope High School

PURPOSE

Students will identify the contributions made to citizens of the United States by the members of the Fourth Estate. Students will realize that words are tools to the career news writer as the hammer and nails are to the carpenter. Students will also realize that the precise use of words is basic to all types of communication occupations.

MATERIALS

Webster's Unabridged Dictionary, local newspaper, news magazine, Trade Journal, T.V. Guide, state newspaper (brought to school by students).

LESSON CAPSULE

Students will watch an assigned TV news interview show such as "Meet the Press" and write a news report of the show. The students will role play the assigned TV news show.

Students will write evaluation paper on the meaning apparent in the classroom TV show. They well see dangers inherent in the misuse of words. Students will look up words used in evaluation paper. Students will 'panel discuss' the different meanings possible to given list of words taken from news show.

OBSERVATION

Students will begin to be more careful in use of words. Students will begin to improve dictionary habits. Students will see that most misunderstandings between men/women and countries come through misuse and misinterpretation of words.

KNOW YOUR LINGO

SUBMITTED BY

Mary Jo Rogers, English IV, Magnolia High School, Magnolia Public Schools

PURPOSE

To acquaint students with technical terms associated with certain professional and occupational groups.

MATERIALS

Mimeographed worksheets taken from the workbook, Today, Level F, by Hans P. Guth, Edcar H. Schuster, and Brian K. McLaughlin, McGraw-Hill, 1972.

LESSON CAPSULE

The students were given worksheets with lists of words commonly used in various occupations, hobbies, and professions. Space was provided before each list to write the name of the field where the words are used or of the worker who uses them.

Example: Architecture - cornice, buttress, column, blueprint
Carpentry - awl, plane, tap, level, jigsaw, drill

As a bonus project, the students were given specific occupations and asked to look up or supply three technical words used in the occupation that most people would not understand. They would then explain the words to the class.

Example: Auto Mechanic - piston, manifold, universal joint.
French Chef - parboil, saute, meringue

The students could also give meaning to underlined words in sentences.

Example: Geologists fear that the fault will shift.
(a fracture in the earth's crust)

OBSERVATIONS

The students combined vocabulary building skills with newly acquired occupational information. These activities helped develop self-esteem within each student.

WHO . . . WILL REMEMBER THESE FOR THE INTERVIEW

SUBMITTED BY

Mary Jo Rogers, English IV, Magnolia High School, Magnolia Public Schools

PURPOSE

To inform students that it is easier to succeed in any job if you know what people are likely to expect of you. To help students realize the importance of a positive attitude during a job interview.

MATERIALS

Filmstrips: "The Job Interview", "Job Shopping", Finding a Career", "What Can You Do", Working for Someone Else", Getting a Better Job" (Eyegate Series). "Finding Your Job", "Your Job Interview" (Guidance Associates).
Transparencies: "Job Application and Job Interview" (Colonial Films, Inc.)
Resource Books: Vocational Orientation Guide
Encyclopedia of Careers and Vocational Guidance, Vol. I.

LESSON CAPSULE

Introduce this activity by having the students illustrate a bulletin board with the title "WHO ... Will Remember These for the Interview." Have a large owl drawn to place beside the following words: courtesy, promptness, good English, careful grooming, neat application, truthful answers, straightforward manner, being prepared with pen, paper, application letter, and personal data sheet. Discuss and give meanings of the words and phrases.

Invite personnel from the Employment Security Division to talk to the students about what is expected of them when applying for a job. After the talk and after viewing the filmstrips, the students conduct an employment interview by role-playing as employer and employee.

Have several skits showing the right and wrong attitudes during a job interview. Have a panel discussion on proper dress and careful grooming for a job interview.

OBSERVATIONS

The activities combine practice in developing good English skills in real life situations. The skills developed through these activities will apply to many different situations in a person's career.

PLAN YOUR COMMUNITY (SIMULATION)

SUBMITTED BY

Patricia B. Roach - Sociology Teacher (12th grade) Hope High School

PURPOSE

To increase understanding of the interrelationship of the various occupational groups and their unique contribution to the community. To cooperate as a group and to increase the skills of decision making.

MATERIALS

Instruction sheet containing the simulation (simulation teacher made.)

LESSON CAPSULE

Simulation: The XYZ Foundation has alloted money for an experimental model community for 10,000 people. In this community planning you may use whatever money necessary in order to achieve the "ideal". You and your group are the steering committee who will decide and hire the workers.

(1) Physical features as determinates
(2) Housing, educational facilities, industry, business district, health facilities, etc. needed and desired
(3) How many workers will you need and what are the different types?

Class will be divided into groups of 5. Each group will share its ideal community with the total group as a concluding activity.

OBSERVATIONS

Simulation used with students who had achieved minimum academic success. The importance of the vocationally trained worker was noted. Occasionally a group would "forget" a worker - garbage man - truck driver, etc. at that time special emphasis could be put on these service occupations and their importance to the whole community.

CHANGES IN THE WORLD OF WORK

SUBMITTED BY

Betty Granger and Jerry Horton, Sociology, Magnolia High School, Magnolia Public Schools

PURPOSE

To inform students that changes in the world of work are inevitable and that job changes may bring about environmental and social changes that require ability to adjust.

MATERIALS

Collect newspaper articles and want ads. References from industrial research, libraries, television and radio. Use the school counselor and personnel from employment agencies. Other resources are the U. S. Department of Labor and the U. S. Government Printing Office.

Filmstrip: "What Is Your Future in the Changing World of Work".

LESSON CAPSULE

Present statistics that show how job opportunities have changed or developed in the past twenty-five years. View filmstrip.

The students can prepare a bulletin board display (mural type) showing changes in the world of work.

Invite a psychologist or psychiatrist to talk to the class about one's ability to adjust to changes.

Have discussions about geographical and environmental changes.

A committee can survey the community job changes and make a list of new jobs that have developed in the community in the last ten years.

Use resource people from industry and employment agencies to keep the students informed about job opportunities and requirements.

OBSERVATIONS

The information acquired about change in the world of work will enable the student to transfer this knowledge to all aspects of his social, emotional, or educational well-being.

FINANCE IS EVERYBODY'S BUSINESS

SUBMITTED BY

Adah Arthur, American Government, Magnolia High School, Magnolia Public Schools

PURPOSE

To develop a better understanding of how financial institutions are established, why they are necessary, and how they are operated.

To become familiar with occupations in financial institutions.

MATERIALS

Current newspapers and magazines.
Guest speakers from local institutions.
Recorders and record players to present some of the material.
Films and filmstrips.
Each student made a visual aid on his topic.

LESSON CAPSULE

Present a study of three institutions: banking, insurance, and investment banking.

Students prepare a series of papers on the following topics on his assigned institution:

History and purpose
Economic effect - nationally and internationally
Political effect - nationally and internationally
Laws: local, state, and national
Local value and future
Strategic personnel required in the institution
Personal interest, including education and training required

After students have completed their work, each wrote a question which was sent to the guest speaker so that he knew which area of his field to discuss.

OBSERVATIONS

Student learned a little more about the adult world - such as the fact that it takes more than deciding to become president of a bank to get that position. Also it shows how difficult it is to divide or separate history or government from economics and how a study of economics can be fun.

THE TONIGHT SHOW

SUBMITTED BY

John Bell, World History, Magnolia High School, Magnolia Public Schools

PURPOSE

To relate careers to world history through role playing

MATERIALS

A setting for the show - chairs, desk, and desired accessories to set the mood for the Tonight Show. These are placed in the front of the class. Each person may dress in costume according to his career. Sound effects may also be used, such as a cassette recorder with Johnny Carson introduction and applause.

LESSON CAPSULE

Use the Johnny Carson "Tonight Show" to introduce major aspects of different careers and show the importance or relation of world history in them.

Discuss careers which have been of significance in world history and select five for emphasis in this activity. Divide the class into committees to gather information about the careers selected. Each committee will select one of its members to appear as a guest on the show.

There should be a cast of six students (one will play Johnny Carson) who will present the research on different occupations and will, through role playing, bring out the interesting points of their different occupations. The student playing Johnny must be familiar with each occupation and have questions prepared for each. This can be an effective and interesting way of telling about occupations.

OBSERVATIONS

Role playing may be used in many varied situations. Different occupations could be used at other times. Also, many different television shows or scripts may be acted out.

INCREASING OPPORTUNITIES

SUBMITTED BY

Jerry Horton, United States History, Magnolia High School, Magnolia Public Schools

PURPOSE

To make students aware of the increasing opportunities of occupations in industry and agriculture today as compared with yesterday.

MATERIALS

Overhead projector; teacher-made transparencies; filmstrips on various occupations; printed information concerning occupations in which the students were interested; history textbook; resource person from the Agriculture Extension Service.

LESSON CAPSULE

Introduce the activity by presenting information on occupational and economic conditions from 1900 to the present. Show filmstrips. Use audio-visual materials to emphasize these increasing opportunities in the job market.

Assign individual reports dealing with the occupational interests of the students. Have small group and class discussions on the reports and individual interests of the students.

An Agriculture Extension Service representative talked to the students about the changes in agricultural occupations that have taken place in the last seventy years.

OBSERVATIONS

The students showed more interest in occupations of industry and the professions than in agricultural related jobs. The information gained during this activity made the students more aware of the many occupational changes that have taken place in the United States in the past seventy years.

CAREERS IN THE BIOLOGICAL SCIENCES

SUBMITTED BY

Jimmy England, Biology Teacher, Hope High School, Hope, Arkansas

PURPOSE

The purpose of this unit is to examine the biological sciences by sampling many of them (teacher made list from student suggestions) and doing concentrated study from the ones students show particular interest in. A field of work will appeal to each student. The important thing is that each student may gain a reasonable basis for deciding to look further into the biological sciences or not.

MATERIALS

The following books: Careers in the Biological Sciences by W. W. Fox, Careers and Opportunities in Science by P. Pollack, and the March of Science by Clifford Simak. Additional materials needed are: magazines and journals, overlays for an overhead projector, filmstrips and film loops, The Encyclopedia of Careers, and resource persons in specialized fields.

LESSON CAPSULE

Students research the biological sciences from the prepared list, choosing the phase of the science of life that they have a particular interest in. Each student will prepare a paper or report and give to class a short talk on his particular sampling.

Students may have found some appeal in the samples and do a second research into the subject or a job and how to prepare for his vocation.

OBSERVATIONS

Community resource persons could be invited to the classroom for follow-up question and answer period.

YOUR PLACE IN TODAY'S SCIENCE

SUBMITTED BY

Mike Rippy, Eleventh Grade Earth Science Teacher, Hope High School

PURPOSE

The student will be able to identify scientific careers and he will learn about jobs in the field of science of his choice.

MATERIALS

A collection of Chronicle Occupational Briefs of scientific careers and an assortment of library books concerning scientific careers.

LESSON CAPSULE

There will be a lecture given by the teacher on career occupations connected with science. The teacher will bring out the point that the student does not have to have a college education to go into a scientific career. The teacher will tell students about these technical fields and the vocational-technical schools of the state that prepare students for these jobs. The students will make reports on the scientific career of their choice. Some of the library materials to choose from are as follows: Careers for the '70's; Invitation to Geology; Your Future in NASA; A Job With a Future in the petroleum Industry; A Job With a Future in the Steel Industry; Aim for a Job in the Textile Industry; Your Future in Forestry; and Your Career in Parks and Recreation. The students will also be allowed to use the Chronicle Occupational Briefs for their report on their scientific career choice.

OBSERVATIONS

The teacher hopes to change the attitudes of students toward scientific careers by showing that all scientific careers are not for college graduates. He also hopes to help students that are going to college find a scientific career that suits his needs.

FUEL FOR PEOPLE

SUBMITTED BY:

Ernest Henderson, Physical Science, Magnolia High School, Magnolia Public Schools

PURPOSE

To develop an understanding for the petroleum industry as well as many other industries. To show how the sciences, such as physics and chemistry, are indispensable tools in unraveling the secrets of petroleum. To relate physical science careers to the petroleum industry.

MATERIALS

1 500 ml. of fresh crude oil
1 small coffee can cut down to one inch from the bottom and filled with fine sand
1 condenser liebeig (straight jacket) with rubber tubing connected to water faucet
1 electric hot plate (source of heat - no open flames)
collecting bottle (close mouth)

LESSON CAPSULE

Discuss and do research about how it helps the scientist to study the structure of petroleum molecules in order to create new products and occupations.

Focus attention on the crucial importance of using our natural resources. Emphasize that the petroleum industry has brought about many jobs in certain fields, such as ecologists, airplane pilots, chemists, physicists, geologists, engineers and many other jobs yet to come into existence.

The students perform an experiment of extracting gasoline from crude oil by using the materials listed above.

Correlate research papers on various occupations that require physical science knowledge.

OBSERVATIONS

The students gain a better understanding of how one aspect of physical science can have an impact on our nation's economy. It also impresses upon the students the importance of a science background for many kinds of jobs not usually considered directly related to the scientific field.

MONEY IN THE BANK?

SUBMITTED BY

John Pittman, Basic Math II and III. Magnolia High School, Magnolia Public Schools

PURPOSE

To present work at the operational and rationalization levels in basic mathematics. To present information designed to give the student a practical, everyday life situation of problems, specifically in banking service.

MATERIALS

Blank checks with stubs, deposit slips, and general reading information explaining banking.

LESSON CAPSULE

Regular classroom textbook information was augmented by supplemental materials furnished by local banks.

Hypothetical problems were given students in which they had to write checks, make out deposit slips, and keep a running balance on their bank accounts.

The simple interest formula was presented to illustrate the concept of borrowing money. The students worked sample problems related to finding the simple interest on certain amounts of money. These were based on situations of interest to high school students.

The importance of bonds and securities was presented, and their role in the economic life of a family was discussed.

OBSERVATIONS

Students were interested in learning and practicing the concepts of banking. Most parents conduct their business by checks, and this fact helped create a desire to know more about banking and its facilities. This topic is very important to all aspects of everyday life.

THE CHEF'S HELPER

SUBMITTED BY

Linda Stewart, Work Study Experience Program, Hope High School

PURPOSE

The student will be able to identify the different measuring tools used in a kitchen and know how to use each item.

MATERIALS

A collection of measuring spoons, measuring cup set, liquid measuring cups (1-2-4), liquid measure, and recipe books.

LESSON CAPSULE

Each student will bring to class a favorite cookie, candy, or cake recipe. Using their recipe they can practice making correct measurements after they have learned to identify each item.

Students will start their own recipe collection which will help their spelling and writing skills for notes they might be required to take on the job.

Measuring materials would increase their understanding of fractions as well as the simple adding, subtracting, multiplying and dividing.

The making of their own recipe box can serve as a craft project. This can serve many purposes in itself. Dexterity, hand - eye coordination, gift project and creativity are some worthwhile outcomes.

OBSERVATIONS

This can be a take off lesson for many other projects.

(a) An actual cooking experience

(b) Shopping in the supermarket

Hopefully this knowledge would make it possible for the student to move up the occupational ladder to a higher paying job.

YOU AND THE APPLICATION

SUBMITTED BY

Don Myers, High School Special Education, Magnolia High School, Magnolia Public Schools

PURPOSE

To help EMR students learn to read and complete an application or other similar form.

MATERIALS

List of the most commonly used words and phrases on applications and other forms.

Simple application forms to be completed.

Opaque projector.

LESSON CAPSULE

The student first views the application form projected by an opaque projector.

The student learns to answer the questions asked for on the application blank.

After each student has progressed to the point where he can come up to the chalk board and complete the form without too much difficulty, he then fills out an actual form for himself.

The student proceeds through a total of six application forms, each one more difficult than the last.

OBSERVATION

Students improved in their ability to read and complete forms, some of which were just for name, address, age, sex and general information. The more capable students improved to the extent they could even give references and addresses of past employment experiences.

OCCUPATIONS BY SIGHT

SUBMITTED BY

Don Myers, Special Education, Magnolia High School, Magnolia Public Schools

PURPOSE

To increase the student's ability to comprehend occupational terms and specific jobs by recognizing them upon sight. To enable a retarded or slow learning student to read better.

MATERIALS

Note cards printed with occupational terms and specific job titles that special education students would relate to.

LESSON CAPSULE

The terms and job titles are printed on note cards and identified on the tape. The student begins this activity by listening to the tape over earphones and identifying the term or job title printed on the card. They go through a series of ten terms or job titles at a time.

After the students can orally repeat the first ten, they proceed to the next ten and continue until fifty can be succsssfully called.

After they have progressed through the first fifty, they move to a section of the room where a game is set up using the idea of the "winner is the one who gets all the terms and job titles correct or the highest number."

The same process is completed with another fifty terms and job titles, presenting them in units of ten.

The students enjoy making sentences using the terms and titles.

OBSERVATIONS

The students become more aware of many occupations and terms that could apply directly to them. They seemed to sense great pride when they could relate one of the terms to a specific job they were doing.

INTERVIEWS

SUBMITTED BY:

Cathy Stevenson, 11th and 12th grade speech, Mountain Home High School

PURPOSE

Acquaint student with a business interview and its purpose.

MATERIALS

Text on giving an interview.
Businessmen and women of the local community.

LESSON CAPSULE

Assign students to interview local business people to see what they expect from employees in their respective businesses.

Have students discuss these requirements and what they feel is important in businesses. When possible have the businessman talk to the class on what is expected from an interview.

Compare and/or contrast the different views.

OBSERVATIONS

Students found interviews pleasant and informative. Students wanted to share their information with the rest of the class, and the rest of the class was eager to learn from the interviewer.

CAREER EDUCATION IN SPANISH INTERPRETOR AND PERSONAL TOUR GUIDE

SUBMITTED BY

Susan Sorsley, Student Teacher, Hope High School, Hope, Arkansas

PURPOSE

The student will be able to learn more of the culture of Mexico and Spain, enabling him to communicate better with other people, and to see and understand ways of life other than his own.

MATERIALS

A collection of brochures, travel books, maps, Spanish-English dictionary, Dictionary of Commercial Correspondence, Spanish typewriter (for correct and accurate written communication between the three countries). Holiday magarines and other materials which will show the way of life of the Spanish people.

LESSON CAPSULE

In order for a person to be tour guide for a city or country, he must possess a knowledge of the language and culture of the country. Assign the students special reports on the language and culture of the country. One student may report on the art of Mexico, while another report on the education. Have the students make posters and bulletin boards representing the life of the Spanish speaking people.

Discuss the travel brochures. Organize a skit following one of these examples. (1) The students are taking a tour of one of the leading cities of Mexico or Spain. Name two students to act as personal tour guides and the rest of the students be passengers. The travel guides will explain what there is to know. Then have the students, as passengers, ask questions. (2) Divide the class in three groups. Select a travel guide out of each group, and proceed in the same manner as in #1.

OBSERVATIONS

Invite people from community who have toured Mexico and Spain into the class for a talk and slide presentation.

MOTIVATION FOR CHOICE

SUBMITTED BY:

Col. Kent Miller and Sgt. Bennie Baucum, AFJ ROTC - Magnolia High School, Magnolia Public Schools

PURPOSE

To help the students establish some short and long range goals that will help direct them in determining an occupational area that would interest them.

MATERIALS

Occupational Outlook Handbook

Filmstrips

Resource materials from various sources

LESSON CAPSULE

To initiate the activity, taped motivational material was used to help the students develop some short and long range plans for a specific occupation. After selecting a specific occupation, the students did research on the occupation by writing for various educational or vocational information. The students were given a format to follow in compiling their information, including educational requirements, working conditions, salary range, fringe benefits, and difficulties one might encounter in the occupation.

Each student briefed the entire class on his chosen occupation. The occupational interests varied from military police work to electrical engineer.

OBSERVATIONS

This activity helped most of the students better orient their career. It was a motivational factor in helping three students definitely decide on a military career upon completion of high school and several others going into the military after completing college.

I SAY, "BUENOS DIAS" AND " BONJOUR"

SUBMITTED BY:

Gisele Souter and Fannie Gatlin, Foreign Language Department, Magnolia High School, Magnolia Public Schools

PURPOSE

To help students survey job opportunities in the foreign language field academically and to show the usefulness of a foreign language in a practical everyday way.

MATERIALS

Occupational Outlook Handbook
Resource speakers from the fields of industry, journalism, marketing, and the ministry.
Field trip to foreign language department at Southern State College.

LESSON CAPSULE

The class discussed why a student might need a foreign language even though they didn't want to be a language teacher or an interpreter. Some of the conclusions were: many colleges have foreign language requirements, especially for a M.A. degree or a doctorate; a knowledge of a foreign language could be a door-opener to opportunity, a job, or an understanding of world problems; when traveling, language fluency gives you a better understanding of what people of other countries think and what their customs are.

Resource speakers talked to the classes about the advantages of having a knowledge of a foreign language and answered questions the students had concerning how they could use this knowledge in varied ways.

The students did a research paper on a chosen occupation in which a command of a foreign language could be very useful or might even be the key to employment and advancement.

The students visited the foreign language department at Southern State College and gained information about the foreign language program requirements for different courses of study.

OBSERVATION

The students gained a better understanding of the relevance of taking a foreign language in high school. They also gained first-hand information from local resource people about how foreign language knowledge was applied in the community.

LIFE CAREER

SUBMITTED BY:

Patricia B. Roach - Economics Teacher (12th Grade) Hope High School

PURPOSE

To guide students into intelligent career decision making. To help the student become aware of the different career opportunities available. To understand the relationship between the time put into an area of life and the probable outcome.

MATERIALS

Game "Life Career" and tables to work from.

LESSON CAPSULE

Students are given a profile sheet of a student in high school (junior year). Using this profile sheet they plan the person's life for 5 to 8 years. Education, job opportunities, marriage, family and leisure time are considered. A daily schedule is kept of how the "person" uses his time during a 24 hour period. Since no one can know exactly what will happen in one's life, chance cards are used at the end of each round (year) and this must be included and considered in the next round's plans and decisions.

OBSERVATIONS

This game was used primarily with students who had achieved a minimum academic success in high school. The profile charts used were similar to those of the actual players. The students become personally involved in their "person" as well as the "person" of their friends. They seemed to identify easily, thus much pleasure was shown when one's "person" got a raise, graduated, etc.

SHOW YOUR APPRECIATION

SUBMITTED BY

Jack Clemens, GCE Class, Magnolia High School, Magnolia Public Schools

PURPOSE

To provide a better relationship between the GCE students and their employers. To use this opportunity to express sincere appreciation to the employers and the many people responsible for the GCE program. To develop the initiative of making and completing plans.

MATERIALS

Plans and materials for an employer-employee banquet drawn up by the GCE students.

LESSON CAPSULE

Early in the year the students decided on a banquet to honor their employers. Committees were appointed to plan all phases - the date, the place, the menu, the program.

Money to finance the banquet was provided by a $10.00 contribution by each student.

With a minimum of checking by the coordinator, the students were to carry out their plans, invite their guests, arrange the program and entertainment. Part of the learning experience was the keeping of accurate records of the expenses, arranging for proper recognition of the employers, and carrying the activity to a successful conclusion.

OBSERVATIONS

By having the banquet, the students of the GCE class have caught the attention of many employers in the local area who may consider the GCE organization when looking for possible employees.

PUNCH THAT KEY

SUBMITTED BY

Jack Clemens, GCE Class, Magnolia High School, Magnolia Public Schools

PURPOSE

To acquire skill in the operation of a ten-key adding machine.

To be aware of jobs in which the skill would be an asset.

MATERIALS

A ten-key Victor adding machine, a basic machine course, a standardized test, a training station.

LESSON CAPSULE

A training station was set up in a section of an office at Firestone Coated Fabrics Company.

Three modules a week of class time was set aside for taking a ten lesson course and a test for operating the ten-key adding machine.

The material was studied carefully and each assignment was carried out. The tapes for each lesson were evaluated daily.

The course was completed and the test was taken and mailed to the Educational Department of Victor Comptometer Corporation of Chicago.

OBSERVATIONS

The student seemed to acquire the proper skills needed for adequate operation of the ten-key adding machine. A certificate of proficiency or diploma was awarded upon successful completion of the test. The student felt that the course was a big plus in securing a job in the secretarial field.

EXPLORING INDIVIDUAL JOB POSSIBILITIES

SUBMITTED BY:

Mrs. Helen Clark - Consumer and Homemaking Education Teachers, Hope High School

PURPOSE

Students will become aware of the importance of effective, two way communication in the working world. Students will become aware of the practical realities of the working world. To prepare students for seeking employment.

MATERIALS

A good supply of video tapes: Jobs For You, It's Happening in Home Etc., Job Opportunities Now.

LESSON CAPSULE

Using duplicated self evaluation, have students privately evaluate themselves; have them draw verbal picture of themselves 5 years from now. Write "Who I Want to Be" and discuss on one to one basis. Video tape a short skit showing communication without words. Use an action assignment to find out how one operates in a group. Have each student write his most outstanding feelings about work and discuss in small groups.

Have several activities to help students gain background to securing a job such as having each student prepare a career ladder showing what it takes to get to the next rung. Have speakers to discuss the dollar value of work. Use counselors to find out how to find out about jobs and applying for them. Practice job interviews. Study work ethics that will follow on the job.

As a final project, divide class into small groups and let each select an occupation. They should contact a person employed in that occupation and conduct a comprehensive interview. These interviews should be taped and shared with others in class.

OBSERVATIONS

This unit could be enriched by use of filmstrips and cassettes (Jobs for You and Job Opportunities Now) to provide basic information on many job opportunities. They could be used by a group or by individuals.

STANDING IN THE SHADOW

SUBMITTED BY

Juanita Foster, Office Practice, Magnolia High School, Magnolia Public Schools

PURPOSE

To provide the student with actual observation and on-the-job experience in all phases of office work.

MATERIALS

Resource books used to work up projects related to specific jobs.
Personnel policies and company job listings.

LESSON CAPSULE

This year-long activity started in the summer with the classroom teacher visiting in a local industry for two days and observing a sales secretary who worked for six different company employees. The information obtained was used to prepare a project in which students would participate during the school year.

The vice president of the industry came to the classroom and explained to the students what the industry expected of them when they shadow an employee. From one to four students weekly go out to shadow, only one day at the time. They work or observe from 8:00 a. m. to 5:00 p.m. This day counts as a regular school attendance.

Later, the student reports to the class on the day's activities. This report provides excellent discussion periods about the things they need to improve on in office practice class to better qualify for a position with an industry.

OBSERVATIONS

Shadowing has provided excellent public relations between the school and industry. Several of the students have gone back to the industry at the industry's request. Several students have obtained part-time work because of the recommendations from the industry.

This activity could be carried out with many different types of jobs in an industry or business.

DEUTSCH FUR AMERICAN

SUBMITTED BY

GCE student, Jack Clemens, GCE Coordinator, Magnolia High School, Magnolia Public Schools

PURPOSE

The purpose in auditing the German course is to be able to meet the foreign language requirement for international airline hostess.

MATERIALS

During the year we studied one book, Deutsch Fur American. I bought a Berlitz self-teaching book and one of my German pen-pals sent me a dictionary of translations. I used all of these books to a great extent.

LESSON CAPSULE

I attended class every morning from 8:00 a. m. to 9:00 a. m. both semesters of the school year. I participated in all activities of the German class.

Although I was auditing the course, my instructor told me I was about average in my work and accomplishments. We learned the basic steps of the language just as we do in English. Every Wednesday we sang German songs. Once a week we had a vocabulary test of about thirty words. Assignments were given every day, and we checked our answers the next day, just as we do in English class.

OBSERVATIONS

After hard work and study, I have the knowledge to go on and learn more on my own. This has been a very rewarding year and one of personal satisfaction. I am one step closer to my ultimate goal of being an international airline hostess.

YOUR JOB: HOW TO LOSE OR KEEP IT - IT'S UP TO YOU

SUBMITTED BY

Thelma Arbor, Food Service, Magnolia High School, Magnolia Public Schools

PURPOSE

To develop positive attitudes towards work and the world of work and towards one's self.

MATERIALS

"Teaching for Employment" by Patricia Murphy

"Teaching for Changed Attitudes" - Home Economics Education Association

Resources - School guidance counselor
Employer interviews
Students with work experience

LESSON CAPSULE

Students complete a check list to determine their present attitudes and concepts of work.

Students set up work objectives.

A graduate tells the students her success story.

Students survey employers on qualities that they consider most important.

Rap session on how attitudes may differ sometimes according to the job.

Counselor talks to students on importance of positive attitudes in job success.

Administer the check list at end of activities to see if any attitudes have changed.

OBSERVATIONS

It was clearly evident that attitudes the students held about work and the world of work were closely related to how they felt about themselves.

SAY CHEESE

SUBMITTED BY

Jack Clemens, GCE Class, Magnolia High School, Magnolia Public Schools

PURPOSE

The purpose of being the class photographer is to get experience and training in the field of photography.

MATERIALS

Books on darkroom design and construction.

Slides and filmstrips on photography.

LESSON CAPSULE

The student attended class for an hour each day. The assignment was to take all the pictures for the class. Improvement was made daily in the quality of the pictures taken. The books assigned to be read gave the basic steps a photographer must go through in order to do his work effectively and efficiently. An assignment to be completed daily was made.

At the beginning of the year, each Friday was set aside for a guest speaker to talk to the class. The photographer always took a picture of the guest. This picture was put in the school paper.

OBSERVATIONS

The work and study has made the student want to know more about the occupation of a photographer. Even though it may not be her career choice for life, it does afford many pleasurable experiences.

NAMES AND ADDRESSES: